



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, December 19, 2017 6:05 PM**

**SAINT PAUL PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT NO. 625**

**BOARD OF EDUCATION**



**Jon Schumacher**  
*Chair*



**Zuki Ellis**  
*Vice Chair*



**Mary Vanderwert**  
*Clerk*



**Steven Marchese**  
*Treasurer*



**John Brodrick**  
*Director*



**Jeanelle Foster**  
*Director*



**Chue Vue**  
*Director*



**ADMINISTRATION**  
**Dr. Joe Gothard**  
*Superintendent*

**BOARD OF EDUCATION COMMITTEES**

**Committee of the Board – Zuki Ellis, Vice Chair**

**SPPS VISION STATEMENT**

*Imagine every student*  
Inspired, challenged, and cared for by exceptional educators  
*Imagine your family*  
Welcomed, respected, and valued by exceptional schools  
*Imagine our community*  
United, strengthened, and prepared for an exceptional future  
**Saint Paul Public Schools: Where imagination meets destination**

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**MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL**

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**Long-Range Goals Adopted by the Board:**

**HIGH ACHIEVEMENT**

**Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.**

**MEANINGFUL CONNECTIONS**

**Learners will understand the relationship between their lives and the lives of others, and the relevance of their educational experiences to their roles in society.**

**RESPECTFUL ENVIRONMENT**

**The learning environment will be safe, nurturing and equitable for our diverse learners.**

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Administration Building**  
**360 Colborne Street**

**December 19, 2017**  
**6:05 PM**

**A G E N D A**

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
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  - B. Acknowledgement of Good Work Provided by Outstanding District Schools 7
  - C. Acknowledgement of Good Work Provided by SPPS Students 8
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
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  - B. Minutes of the Special Meeting of the Board of Education of December 5, 2017 29
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**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Employees

**A. PERTINENT FACTS:**

1. **Bobbie Johnson**, principal at Hamline Elementary and Jie Ming Mandarin Immersion Academy, for her work in the success of Jie Ming.

Principal Johnson started at Jie Ming in 2011 as a program coordinator with 20 kindergarten students and today has grown the school to about 234 students. She designed the curriculum and recruited the teachers and students. It is the most diverse Mandarin immersion school out of seven Mandarin Immersion schools in the Twin Cities. However, Jie Ming has had 100% proficiency on the MCA Math for two consecutive years making it the number one elementary school in SPPS, number three among 842 elementary schools in the state of Minnesota in 2016 and number six in 2017 as measured by both the MCA Math and Reading scores. Jie Ming has also met the State of Minnesota's goal of reducing the achievement gap by 50 percent in both math and reading in 2017.

2. This item is submitted by Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Schools

**A. PERTINENT FACTS:**

1. **Open World Learning Community** was recognized at the EL (formerly Expeditionary Learning) Education National Conference in Chicago, Illinois. Five other EL Schools were also recognized as "Credentialed" EL Education Schools. Of the 165 schools in the EL Education Network, Open World Learning Community is one of 33 schools recognized as a top performing EL Education School.

EL Education originated in 1991 as a result of a national request for proposals from the New American Schools Development Corporation, which sought "break the mold" school designs.

2. This item is submitted by Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

The recommendation is that the Board of Education recognizes the school acknowledged above for their contributions and outstanding work.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Acknowledgement of Good Work by Students

**A. PERTINENT FACTS:**

1. **Keleenah Yang**, a 12<sup>th</sup> grader at Como Park Senior High School and **Chia Thao**, a 12<sup>th</sup> grader at Highland Park Senior High School, for placing in the top 20 in the “Why Character Matters” essay competition with BestPrep.

Thomson Reuters sponsors the essay contest, in conjunction with the BestPrep Educational Forum. The Forum is a biennial event launched in 2008 to explore topics of current relevance for business and education. This year’s essay prompt challenges students to take a deeper look into the role of character development in their education. The top 20 student winners and their respective teachers attended a celebration reception with the Educational Forum keynote speaker Alan Page at the event on October 24, 2017.

BestPrep is a statewide nonprofit organization with a mission to prepare students with business, career and financial literacy skills through hands-on experiences that inspire success in work and life.

2. This item is submitted by Jackie Turner, Chief of Operations.

**B. RECOMMENDATION:**

That the Board of Education recognizes the students above for their contributions and outstanding work.

I have always looked through the world from multiple lens. First, I look through the lens of being a Hmong daughter. Then I must apply the lens of being a student. I honestly have never thought of what it means to have character nor the importance behind it. As I searched up what character is, I began to seriously question myself on my own character and what it meant to me.

Growing up as a Hmong daughter in America has shaped my view of this world both positively and negatively. I have grown to appreciate the open mindedness of America, the fight for equality and rights, and the opportunities to better my education, and therefore, my life. I have also seen firsthand the hypocrisy of this nation, the ingrained patriarchal system, and the continued discrimination against any who are different from the model white skin. These are many of the issues I wish to touch upon, but I will focus on one. I will focus on my experience as a Hmong daughter and how I became, “innocently torn between two cultures” (Lor). In the Hmong culture, character is something that comes last. And as a Hmong daughter, I understood the words, last. Being a Hmong daughter in America has led me to see that both the Hmong and American culture have helped shape my own character. Although, I also began to acknowledge the fact that my culture had limited my character. I saw that Hmong daughters are like the rich soil that is stepped on, and also the very ones used to plant the seeds everyone worships, the boys. From the tender age of six, I had already began to cook and clean. I had been booted out of my parents room in order to make room for my younger brother, and then I knew my childhood began to slowly but surely disappear. I had no room for character, I was just expected to cook and clean, as that was a good Hmong daughter. So I forgot about character, and let my overwhelming cultural expectations take its hold on me. Growing up like this, I felt detached from my culture and myself. I could not understand what it was to be Hmong nor to be myself. I felt as if I was not happy and therefore, not complete. As I began to enter high school, my life

changed. I had become engrossed in my education, knowing that it was the only key to a bright future. I also began to become more educated on the issues with my culture and how I had dealt with it in the past. I was beginning to realize that I had to put myself as a priority, alongside my education, because I knew how lonesome it was not knowing nor exploring who I was as a person. The friends I made, and the teachers at my school, helped me to see that I am not alone in this battle to find oneself, and I have never been. This past year, I read a book, called Bamboo Among the Oaks and I soon came to a realization that I was both Hmong and American. I came to this conclusion because I saw that being here in America as a Hmong daughter has been my life story. And though I am torn between both, I have come to accept and acknowledge that who I am does not come entirely from one culture, but from both. I can not isolate nor pick and choose where have my cultures have both touched me.

I asked myself, who am I? And I came up with this; I am Keleenah Txihlub Yang, daughter of Ka Yai Chang and William Yang. I am strong yet weak. I am a mighty warrior, who always falls but will always get back up. I am gloriously me, and proud. This epiphany has helped me truly embrace the two cultures, and myself. I am always going to continue to struggle with both cultures but now I have a sturdy wall and belief inside me, of who I am, and this will continue to help me in my journey towards more self discovery.

In a time of modern technology and innovations, it is no surprise that intelligence is a highly valued and sought out trait. Humanity as a whole seeks to advance to a new age, pushing further and further past boundaries, searching for improvement in every field. This is the reason for the importance placed on the education of future generations. However, while intelligence is sought out, character is valued just as highly. In his 1947 article, Martin Luther King Jr. stated that, "Intelligence plus character - that is the goal of true education." This quote shows his belief in the importance of not only intelligence, but also character in education.

Character as a definition refers to the mental and ethical qualities of an individual person. A person with good character is someone with admirable qualities such as a person who does the right thing despite it not being easy, and even detrimental to themselves. Conversely, a person with bad character is someone with undesirable traits. But character is not a trait that everyone is born with. In his 2004 Commencement Speech, Justice Alan C. Page stated that, "Character is not something we are born with, nor does it develop automatically, it must be consciously developed." As we grow and mature throughout our life, we begin to choose our own character. It could be influenced by our experiences, our surroundings, or any number of things, but ultimately, it is decided by us as to what character we choose to embrace or denounce.

In today's society character is just as valued as intelligence. It is important for students to develop their character alongside their academics. Education is not just a way to provide a student with a job in the future, it also serves to help nurture their growth and potential as leaders of the next generation in a way that will benefit themselves and society. MLK wrote that, "The most dangerous criminal may be the man gifted with reason but with no morals." This quote provides good reasoning for the dangers of intelligence without character to temper it. But character is also important in helping students to grow and develop as a person.

As a student, I have experienced most of my character development and growth throughout my years in school. It was during my time in school that I learned about character and the many incredible things it achieved. I learned of people who spoke out against others for their rights, their people, and even for others. But it was not just learning about character, it was also developing my own. I remember comforting a classmate who was bullied, helping whoever asked, and welcoming others as friends. In turn, I learned kindness, empathy, and trust. I learned of integrity and honesty in choosing to do my work and not use others'. These are things that I learned and things that have influenced the growth of not only my character but as a person and human being.

Character has always been a fundamental part of what makes up a person. It plays significant roles in society and interactions with others. It allows us to distinguish right from wrong and act in favor of what is right instead of what is easy. Intelligence is what allowed us to grow into the most dominant species on the earth, it is what helped propel us into the modern age, and brought us to the moon. But it is character that started rebellions and ended tyrannies, character which gave us our basic and inalienable rights, and character which allows us to progress in search of equality for all. These are all examples of how important character is and how impactful it can be. Character development is an important aspect of growing as a person and it is something that is crucial for us as people.

Works Cited

ENR/PAZ // University Communications: Web // University of Notre Dame. "Notre Dame News." 2004 Commencement Address: Justice Alan C. Page // News // Notre Dame News // University of Notre Dame. N.p., n.d. Web. 14 Apr. 2017.

King Jr., Martin Luther. "The Purpose of Education." "The Purpose of Education". N.p., n.d. Web. 14 Apr. 2017.

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**

**November 14, 2017**

**I. CALL TO ORDER**

The meeting was called to order at 6:05 p.m.

**II. ROLL CALL**

**Present:** Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Superintendent Gothard, Ms. Cameron, General Counsel, and Ms. Dahlke, Assistant Clerk

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** Mr. Schumacher moved approval of the Order of the Main Agenda as published. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**IV. RECOGNITIONS**

**BF 31111**                      Recognition of Contributors to Project REACH, In Recognition of National Hunger and Homeless Awareness Week, November 11-19, 2017

Approximately 2000 students are identified as experiencing homelessness in our schools each year. Many of our students sleep in cars, bus stops, or on the light rail. Project REACH works with students and families to help meet their needs from housing and shelter resources to transportation to their school of origin, and academic tutoring in our shelters. Project REACH supplies each student with backpacks and school supplies so they are ready to learn in school. Families have other needs as well, like the need for cleaning supplies, hygiene items, gas cards and books that many take for granted. Each year Project REACH holds a blanket and coat drive, to help our families during the cold winters. The needs of our students and families far outweigh our resources; therefore, we rely on the goodwill of our donors to help supplement these resources for our families and students. **Gail Ghere and Siblings, Taylor Coffin, Katie Vaudriel and Students, Laura Testor, Leslie Adams, Hamline Church, Bill Dillon, Tina Jones, Sunrise Bank, Pam Wiehe, Martha Hobbs Rice, Vera Proctor, Alan Stedman, Diane Brings, Sherry Martin, Kate McMullen, Jayne Ropella, and a thank you to many Saint Paul Public School employees** that made individual donations of money and other items to benefit our families and students.

**BF 31112****Recipient of the 2017 Charles Hopson Racial Equity Principal Award**

Pacific Educational Group selected **Christine Vang**, principal at Como Elementary, as the recipient of the 2017 Charles Hopson Racial Equity Principal Award. Ms. Vang was honored in October at the 2017 National Summit for Courageous Conversation in Detroit, Michigan.

**BF 31113****Recognition of Schools, Teams, Individuals and Coaches in Saint Paul Public Schools That Have Won Athletic Awards and Championships**

1. Ramsey Middle School Girls Volleyball Team - City Champion
2. Ramsey Middle School Girls Soccer Team - City Champion
3. Washington Middle School Boys Soccer Team - City Champion
4. Murray Middle School Boys Flag Football Team - City Champion
5. Central Senior High School Boys Cross-Country Team - City Champion and State Qualifiers
6. Central Senior High School Girls Cross-Country - State Qualifier
7. Central Senior High School Girls Swimming Team - City Champion
8. Central Senior High School Girls Soccer Team - City Champion
9. Harding Senior High School Girls Tennis Team - City Champion
10. Harding Senior High School Boys Soccer Team - State Qualifiers
11. Highland Park Senior High School Girls Cross-Country Team – City Champion and State Qualifiers
12. Highland Park Senior High School Boys Cross-Country Team – State Qualifiers
13. Highland Park Senior High School Boys Soccer Team - City Champions
14. Highland Park Senior High School Girls Volleyball Team - City Champions

**V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

**MOTION:**                   **Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of Item G1 -- Change Order #1 for Rochon Corporation at the Horace Mann Elementary Expansion & Renovation. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**VI. APPROVAL OF THE MINUTES****A. Minutes of the Regular Meeting of the Board of Education of October 17, 2017**

**MOTION:**                   **Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of October 17, 2017 as published. The motion was seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

## VII. COMMITTEE REPORTS

### A. Committee of the Board Meeting of November 8, 2017

At the Committee of the Board Meeting on November 8th, Superintendent Gothard started the meeting with a brief update on the election results and congratulated the winners of both the school board and mayoral races.

While SEAB was not able to attend due to the scheduling change, the Board was provided an update on their latest project – the expansion of student voice in the district. Currently, they are analyzing answers to questions regarding student voice, which were presented to focus groups in schools across the district. They will be presenting their findings at an upcoming Committee of the Board Meeting.

The Fiscal Year 2017 Budget Revision was also presented. The overall revenue budget began at \$704 million and ended at \$721 million. On the expenditures side, we started the year at \$715 million and ended the year at \$736.8 million. The difference in revenue and expenditures is due to the plan to spend fund balances in certain funds, such as debt service. The Board moved the recommended motion to approve the fiscal year 2016-2017 budget revision as presented.

An update to the Pay18 levy was provided by the Chief Financial Officer. The proposed Pay 18 levy has decreased to 4.99%. A reminder that the Truth in Taxation Hearing will be held on December 5th at 6:00 pm, with the certification of the levy at the Board of Education Meeting on December 19th, 2017.

An overview of the upcoming 2018 Legislative session was reviewed. The proposed topics include a focus on mandates, stabilizing funding for PreK, expanding local control, pension reform, increasing supports for at-risk families, and ensuring funding support and flexibility in testing. One of the fund mandates regarding the phase out of the special education cross-subsidy sparked conversation between board members. The District is at an unfair advantage due to the special education formulas by the government, and the Board discussed options for improvement. The first involved a change in tuition billing, which will be a component of discussions with the legislature on the cross-subsidy. Another option that was proposed is to explore other avenues in a legal context, such as an appeal to the courts to change the policy. Superintendent Gothard noted that efforts are being coordinated with other districts to compel change in this area.

The Facilities Vendor Diversity Plan was also presented. The goal of this process is to proactively create an environment through policies and procedures that will cultivate and sustain a more diverse workforce of construction suppliers and vendors that is reflective of the diversity of Saint Paul Public Schools. With help from the Community Advisory Council, the facilities department has created a timeline for the design of the plan. A recommendation will be presented to the Board mid-year 2018. Discussion on this topic involved the structure of the bid process, proposed changes to the bidding process, and the need for the Legal and Purchasing departments to be a part of the conversation. Other governmental agencies have implemented similar programs, and we plan to review their work as we develop the vendor diversity plan for Saint Paul Public Schools.

Finally, a work session focused on the upcoming MacBook Lease and the recommendation for renewal.

**MOTION: Ms. Ellis moved the Board accept the report on the November 8, 2017 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes

Mr. Marchese  
Ms. Ellis

Yes  
Yes

## VIII. SUPERINTENDENT'S REPORT

### A. Pay18 Levy Update

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay18 school levy funds the 2018-19 school year. Levies are approximately 20% of the SPPS budget. Districts receive payments after the May and October tax collections from the County. The Levy can only move down after October 1.

All figures in the report provided are based on Administration's best estimates, using the statutory authorized amounts. Minnesota Department of Education (MDE) provided updated Pay18 levy calculations on October 2. SPPS certified the maximum levy ceiling at the September 19 Board of Education meeting.

The CFO went on to describe the factors impacting the Saint Paul levy, such as:

- Overall estimated market values are up 9.8% from prior year and may reach 2008 levels.
- Double digit increases for a number of commercial, industrial and apartment properties
- Residential more moderate—areas of higher increases: Thomas/Dale, North End, Greater East Side, West 7<sup>th</sup>
- School portion of fiscal disparities aid increasing \$449,739 or 1.4%
- Changes to St. Paul Right of Way (ROW)/Street maintenance program

Other factors are:

- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- OPEB obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long-term maintenance, health & safety projects, lease costs

SPPS levy categories are:

- Operating - general levies that support school functions, including referendum, integration, operating capital, career/technical, transition, safe schools and abatement adjustments.
- Pension/OPEB/Contractual Obligations
- Facilities - includes health and safety, deferred maintenance, new construction and abatements.
- Community Service - community education programs, learning readiness, after school, ECFE.

### **Proposed Pay 18 Levy Ceiling**

<b>Levy Category</b>	<b>Certified Pay17 Levy</b>	<b>Estimated Maximum Pay18 Levy Ceiling as of 10/2/17</b>	<b>Difference</b>
Operating	\$47,134,881	\$50,250,404	\$3,115,523
Pension/OPEB/Contractual	37,545,435	38,930,211	1,384,775
Facilities	59,983,176	62,657,568	2,674,392
Community Service	3,406,163	3,626,763	220,600
<b>Total All Levy Categories</b>	<b>\$148,069,656</b>	<b>\$155,464,946</b>	<b>\$7,395,290</b>

## Percent Change

4.99%

It is good news for taxpayers, while the District will still be covered in terms of plans and projects.

The CFO reviewed the estimated annual property tax impact (from 2017 to 2018 assuming 0% increase in market value and assuming a 7.7% (home) and 17.5% (commercial/industrial) increase in market value), for residential and commercial/industrial.

The Pay18 levy calendar was then reviewed. There will be a Truth in Taxation public hearing at 6:00pm on December 5<sup>th</sup>, 2017 with the Board of Education certifying the Pay18 levy at the December 19, 2017 Board of Education Meeting. SPPS will certify the Pay18 levy to Ramsey County on December 31, 2017.

As a follow-up from questions discussed at the Committee of the Board meeting, levy information was presented for 2016 and 2017. The levy ceiling in 2017 was 4.9%, and the levy ceiling in 2016 was 3.52%.

### QUESTIONS/DISCUSSION:

- The future looks like we will always be pushing the max on this, correct? Because of the funding issues we have, and the challenges around those issues it does not have to do with us in terms of the percentage, but we will continue on this trend for a few years in the future.

### B. Human Resource Transactions

**MOTION:** Mr. Schumacher moved approval of the HR Transactions for the period October 1, 2017 through October 31, 2017. Ms. Ellis seconded the motion.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

### C. Superintendent's Update

Superintendent Gothard then went on to provide an update the recent start of the strategic planning process. A successful two-day kick-off event with Greenway Strategy Group occurred on site. They discussed the phases of the developmental process. They spent time with our Research, Evaluation, and Assessment Department discussing data needs and an environmental scan of the District, and an analysis of that information for one of the components of the strategic plan. We began begin designing the process which will take place over the next several months. We will be utilizing the information from thousands of participants during the superintendent search process less than a year ago, as well as information gained from the Listen and Learn sessions. There will be meaningful opportunities from stakeholders in the District to be involved in the process. Included in the planning with be regular updates on the process at both the Committee of the Board and Regular Meetings to keep the Board and the public informed on the process along the way. The strategic plan will be an important tool for the District. It will lead to an organization where everyone understands the long term outcomes, and their role in improving student achievement. A special thanks to those at Greenway for helping in our strategic planning.

#### QUESTIONS/DISCUSSION:

- Last year, when SEAB did the presentation on inclusive curriculum, an update to the curriculum policy was proposed. It was suggested that this was more of a component of the strategic plan. Is creating inclusive curriculum that aligns with the existing policy going to be part of the strategic plan? Answer: As outlined, there will be opportunity for input in the plan. A curriculum that honors, respects, and values our students is something that is very important to us, and will be an important guiding principal.
- At our next Board of Education, there will be more of a timeline? Answer: Yes, the information that Greenway Strategy Group collected this week was to organize how this work will be carried out. When they submitted their proposal, they did include an example timeline based on other districts and work they have previously done. Now that they have met with SPPS, received feedback, and understand our needs and the necessary timing, we will have a more detailed work plan.

#### IX. CONSENT AGENDA

**MOTION:**                    **Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of G1 -- Change Order #1 for Rochon Corporation at the Horace Mann Elementary Expansion & Renovation. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

A. Gifts - none

B. Grants

**BF 31114** Request for Permission to Submit a Grant to the 3M Gives Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3M Gives for funds to sustain the K-12 STEM pipeline of in school and extracurricular programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31115** Request for Permission to Accept a Grant from the American Birkebeiner Ski Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from The American Birkebeiner Ski Foundation to fund Highland Park High School Nordic Skiing Club equipment upgrades; and to implement the project as specified in the award documents.

**BF 31116** Request for Permission to Accept a Grant from Concordia University

That the Board of Education authorize the Superintendent (designee) to accept funds from Concordia University to support AVID at Central High School; and to implement the project as specified in the award documents

**BF 31117** Request for Permission to Submit a Grant to Metro ECSU

That the Board of Education authorize the Superintendent (designee) to apply for a grant to Metro ECSU for funds to provide professional development for 47 SPPS elementary school teachers; to accept the funds if awarded; and to implement the project as specified in the award documents.

**BF 31118** Request for Permission to Submit a Grant to the Minnesota Department of Education, STEM Courses Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to increase participation and success of students of color in STEM AP courses at Como Park Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31119** Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development, Support Services Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to provide job training and employment preparation services to Gordon Parks High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 31120** Request for Permission to Submit a Grant Application to NEA Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the NEA Foundation for Crossroads Science Elementary; to accept the funds if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 31121** RFP A209458-A

That the Board of Education approve a second vendor contract for RFP A209458-A for contracted guard services with American Security and Investigations, LLC in the amount of \$400,000. The expense will be paid from the previously approved \$1.4 million annual expenditure.

D. Agreements

**BF 31122** Lease Agreement with the Minnesota Pollution Control Agency

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and the Minnesota Pollution Control Agency to lease space at Harding High School, 1540 East Sixth Street, Saint Paul, MN 55106 for the term January 1, 2018 through December 31, 2022, with quarterly rent of Two Hundred Dollars (\$200.00) subject to all other terms and conditions of said agreement.

**BF 31123** MOA with SPC - Student Eligibility for Concurrent Enrollment (w/ 3 Appendices)

That the Board of Education authorize the District to collaborate with Saint Paul college to provide Concurrent Enrollment opportunities for SPPS students at approved SPPS High Schools with approved SPPS teachers.

**BF 31124** Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY17.

**BF 31125** Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College - Career Pathways Academy

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY17.

**BF 31126** Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College - Gateway to College

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY17.

**BF 31127** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those nutrition services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019

E. Administrative Items

**BF 31128** Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective November 27, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 31129** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period September 1, 2017 – September 30, 2017.

(a)	General Account	#682243-683362	\$58,084,283.94
		#0002694-0002725	
		#7002473-7002506	
		#0001761-0001818	
(b)	Debt Service	-0-	\$0.00
(c)	Construction	-0-	\$11,004,987.75
			<u>\$69,089,271.69</u>

Included in the above disbursements are 2 payrolls in the amount of \$43,095,714.46 and overtime of \$181,627.42 or 0.42% of payroll.

(d) Collateral Changes

**Released:**

**None**

**Additions:**

**None**

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 28, 2018.

**BF 31130** Reestablishment of the Classified Position of Equipment Repairer for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Equipment Repairer classification effective November 14, 2017; that the Board of Education declare the position of Equipment Repairer as classified and that the pay rate for this position would be equivalent to Nutrition Services Equipment Repairer standard ranges.

F. Bids - None

G. Change Orders – pulled for separate consideration

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:**

**BF 31131** Change Order #1 for Rochon Corporation at the Horace Mann Elementary Expansion & Renovation

The Board requested more information on this consent agenda item. Tom Parent, Director of Facilities, provided answers to the questions brought forth by the Board.

- Is this change order due to unforeseen conditions or change of scope? If it is the latter, could you explain that? Answer: No change order is perfectly precise in the categories of unforeseen conditions, errors and omissions, and scope change. This change order is primarily owner requested changes. It is the result of ensuring we are capitalizing on opportunities for construction as presented. There is strategic advantage for the change of scope increase. We are taking the advantage of designing this right. There are other changes that are more technical and performance-based around the design of exterior walls, thermal and moisture performance.
- If we did change the scope during construction, was that something that we should have foreseen? Answer: There are things in hindsight that we may have designed slightly differently. In construction, we do want to introduce more scope that might not be during the bidding process, it is best to catch that now in early construction so that they are still valuable to the District.
- A Board Member noted the concerns on the original costs of a project and that the project approval was based on the presented costs. In looking toward the overall Facilities Maintenance Plan with projects continuing to be approved and if those projects continue to come in beyond the original amount, is it possible that we will run out of money while projects are being completed? We cannot have projects costing more than we thought all the time or we will spend more money than we thought we'd spend. Answer: As we track changes to construction projects, we do have internal key performance indicators on the amount of those changes. All categories of change orders are expected to stay below the 7% change so we do have a programmatic system to anticipate those changes. All of the changes are tracked, so that as a construction program as a whole, we can ensure we are living within our means.
- In the individual projects, there is usually a third party as a consultant, correct? Answer: It depends on the phase, but there are external construction managers. It would depend on the project though.
  - One of the main tasks of the consultants would be to help us determine the scope of a project, so when we come in over cost, are the consultants not doing a satisfactory job? Answer: We are in control of the scope as we manage the system. With the FMP Governance Committee, our goal is to hold

the consultants and contractors accountable if they are not providing guidance as the project is panning out. We need to be in alignment with them, or if they are not performing, they we do not go forward with them.

- It was also noted that the Board's expectation is that we are doing a good job up front in terms of coordinating our work to minimize the amount of surprises in construction. In a project as large as the FMP, we will have unforeseen costs and we are going to discover that we did not predict the real scope of a project when the work began.
- Is the 7% variance from the original contract amount? So change orders are within 7% of the original contract? Answer: Yes, by the end of the project.
  - For this project, what is the percentage right now? In terms of the overall contract, we are still at a relatively small percentage of the overall amount.
- An important note is that we want to be as accurate as possible. When we look at the future and the bidding process, it is important that we pay attention to increasing the accuracy of the different phases.

**MOTION: Mr. Brodrick moved the Board of Education to authorize the Superintendent to sign Change Order #1 for Rochon Corporation for the Horace Mann Expansion & Renovation for the lump sum of \$319,517.92. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

## **X. OLD BUSINESS**

### **A. Board Policy Updates**

1. **SECOND READING:** Board Policy 508.00 - Students with Individualized Education Plans (IEPs)

QUESTIONS/DISCUSSION - none

2. **SECOND READING:** Board Policy 533.00 - Wellness

QUESTIONS/DISCUSSION - none

3. **SECOND READING:** Board Policy 510.00 - Graduation

It was noted that in order to support this policy update, a very detailed procedure has been developed and we have sought the feedback of graduation principals and coordinators.

QUESTIONS/DISCUSSION:

A Board Member noted concerns on this policy. Assistant Director of Strategic Planning, Policy, and Development, Jackie Allen responded to the questions and offered insight into this policy revision.

- The supporting details and procedure for implementation is key to the success for this policy update.
- Has a draft of the procedure been shared with principals and graduation coordinators? Answer: Yes, it has been shared with them multiple times. It was first shared with the participating schools in the pilot program in March, and then with a greater group of graduation coordinators and principals two months ago, and as recent as two weeks ago. The procedure will not be in place until the policy change is implemented.
- It was discussed that when this procedure and policy update were first discussed, it revolved around ethnic adornments. It has since evolved to be identity adornments.

- The adornment needs to be within the specific guidelines, and there are approximately eight bullet points that it needs to follow which are quite detailed.
- A Board Member noted the concern for staff administrators and graduation coordinators will be the people deciding if the adornment is approved. It seems this policy and procedure will put a lot of responsibility and burden on the graduation coordinators because they will be trying to determine and make decisions on the approval of the adornments prior to graduation. It seems that this update may open a Pandora's Box in terms of what we could allow. He is not opposed to students being able to demonstrate their identity during graduation, but is concerned about the graduation coordinator being in the position of judge and jury for what will be allowed. He then asked the Board to instruct Administration to go back once again and look at this change once more because he sees it as potentially problematic. He is not opposed to the concept, but is concerned for the criteria to decide what can be worn as an adornment.
- Another Board Member confirmed that it has been vetted with staff. Was there any negative feedback? Answer: We did extensively reach out to school administration and graduation coordinators. We received information back from seven principals, with the majority of them saying the policy looks good. One principal did respond with concerns if having the adornment would allow the other recognitions to stand out as much, as well as the concern for the graduation coordinator. It was also sent to graduation coordinators; the majority of the feedback was positive or agreeable. One them did have concerns about being uniform.
- We understand the concern about responsibility on the graduation coordinator, and hearing from them, they do not seem to have the same concerns. It is not being voiced by the people doing this work, and they have been asked on several occasions. Since they have been asked on multiple occasions, there is uncertainty on how the additional asking would change.
- A Board Member noted that questions have been asked to him by the people that will be dealing with this change. If the person making the decisions on approval is going to be the graduation coordinator, he believes were are asking them to do something outside of their responsibility and pay grade.
- Another Board member noted that we need to weigh the pros and cons, and understand why we are doing this. It is his understanding that everyone wants to allow students to do this, and based on the pilot programs, this change has run smoothly. We could do another year of a pilot program, but that will put it back on the table. Based on the feedback and surveys from students and staff, we are ready to move forward this year. There will be additional responsibility for graduation coordinators, but we also understand there is a reason we will do this – to make graduation even more of a celebration for students and recognize and allow students to celebrate, and that includes celebrating their identity. He noted that if there was a real concern, it would have been found during the pilot program; based on the feedback, it sounds like we should move forward.
- A Board Member noted that telling a student they would not be able to wear an adornment is a difficult task on graduation night. His concern is that we have made it clear to those decision makers prior to graduation with clear criteria for what is acceptable and that they will have the support if they do need a tell a student an adornment is unacceptable, and issues could escalate from that.
  - He also noted that he is in favor for the spirit of the policy, but is absolutely uneasy about the procedure as it is written.
- Another Board Member mentioned that schools have been dealing with how to regulate the form they have and expression of their students since the beginning of public education; it is something school districts deal with all the time. By allowing students to express themselves through identity garments, we are creating a new form to express themselves. There are different venues in schools that allow students to express themselves, and that spirit is important that we enable that expression. The burden will fall on someone though. The question if we are comfortable with graduation coordinators as the gatekeepers of this is one that someone will need to answer. A policy cannot be implemented without someone from administration being able to make the final call – usually it would be the principal. This has been asked through SEAB; it has been looked at as an opportunity for them to validate their garment and to be worn during a time of great significance for the student. We cannot lose sight of the reason to do this. It doesn't mean there

will be a perfect implementation every time; it's pleasing to see the pilots run as smoothly as they did. While that won't be the case every time, we will always have the opportunity for someone to be upset by a decision by a staff member about self-expression, but that is not different than any other day in one of our schools. It needs to be put into a context that we operate in on a daily basis. We need to see how this works and give students and staff the opportunity for this change. If there are concerns we will tinker with the policy implementation, but it remains as valid as when it first started.

- Chief of Operations, Jackie Turner, then noted a couple points of concerns and the actions to mediate them.
  - Incorporate learnings from other districts in the country that have implemented a change like this into the graduation experience.
  - If there are concerns about capacity or questions at a building-level, they could be brought to the Districtwide Administration Committee who could then decide together as a group; we currently do that. They coordinate the graduations now, and questions, concerns, decision-making issues could be brought before this committee.
  - Building in more than a two-week timeframe may be beneficial for the garment to be approved.
  - Adjust the procedure as necessary; the Board will be voting on the policy. Administrations will adjust the procedure as necessary to ensure the policy is well implemented and in the Board's intent.

**B. Results of the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C**

**BF 31132** Resolution for the Results of the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, and Kelly Smith, from Springstedt, for the presentation.

The results of the sales today were presented. The bond calls this past week, both Moody's and Standard & Poor's, confirmed our bond ratings. We stayed the same, which is good news for the District in all the changes we have been making and continued changes are positive.

There were two sales – the first is for a \$57 million certificates of participation, which are part of the ongoing building projects in the district, the first phase. The second was a refunding issue of 2011 current issue out there; we're refunding and looking for interest savings.

To reiterate Chief Schrul on the ratings calls, it's challenging right now on the calls to maintain the status. That was very good news. To maintain the rating we had speaks well for fund balance position, and budget management of the District.

The results of the sale for \$57 million:

Back in October, Springstedt gave the District a projection for what they anticipate the market to be. They missed this one a little bit – with an estimate of 2.75%; sales-to-date came in at 2.95%. That follows the recent trends of rates going up; they are still at historical all-time lows, but are up a little from a month ago. They did receive four bidders, which resulted in a competitive sale. All bids were close. They recommend Wells Fargo Bank be awarded the bid with a 2.964% bid submitted.

The second issues was for the refunding. Back in October, they estimated a true interest cost of 2.53%, with an annual savings of \$82,492. The results today were slightly better with 2.5% and an annual savings of \$100,900. He emphasized that this is not money that goes back to the District, but goes to the taxpayers because we are lowering the payments on these bonds payable year 2021. This was an advance refunding; we do that when interest rates are low. The benchmark for refunding savings is 3%, and the District achieved 6.3% today.

Proceeds from the \$57 million sale will be available December 1<sup>st</sup>.

**RESOLUTION AUTHORIZING EXECUTION OF  
LEASE PURCHASE AGREEMENT AND DECLARATION OF TRUST  
AND ACCEPTING OFFER ON SALE OF  
\$56,015,000 CERTIFICATES OF PARTICIPATION, SERIES 2017C**

- A. WHEREAS, Minnesota Statutes, Section 126C.40, authorizes certain school districts to acquire real and personal property pursuant a lease purchase agreement;
- B. WHEREAS, the School Board (the "School Board") of Independent School District Number 625, Saint Paul, Minnesota (the "District") has determined to enter into a Lease Purchase Agreement dated December 1, 2017, by and between the District and U.S. Bank National Association, St. Paul, Minnesota (the "Lessor" or "Trustee") (the "Lease") pursuant to which the District has agreed to purchase certain real and personal property to finance renovation, expansion, and equipping, including various capital deferred maintenance projects and repairs, of certain existing school district facilities (which shall not include the acquisition of a facility to be used primarily for athletic of school administration purposes) (together, the "Project");
- C. WHEREAS, pursuant to the a Declaration of Trust by the Trustee and joined by the District dated as of December 1, 2017 (the "Trust Agreement"), the Trustee will issue \$56,015,000 Certificates of Participation, Series 2017C, dated December 21, 2017 (the "Certificates") evidencing the proportionate interests of the owners thereof in lease payments to be made by the District pursuant to the Lease;

**MOTION: Mr. Schumacher moved the Board of Education to approve the results of the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

- C. Results of the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D

**BF 31133** Resolution for the Results of the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D

**RESOLUTION ACCEPTING BID ON SALE OF  
\$15,520,000 GENERAL OBLIGATION SCHOOL BUILDING  
REFUDNING BONDS, SERIES 2017D,  
PROVIDING FOR THEIR ISSUANCE AND LEVYING  
A TAX FOR THE PAYMENT THEREOF**

- A. WHEREAS, Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore issued its General Obligation School Building Bonds, Series 2011A, dated June 1, 2011 (the "Series 2011A Bonds"); and
- B. WHEREAS, the School Board of the District (the "School Board") has heretofore determined and declared that it is necessary and expedient to provide moneys for a

crossover refunding of the outstanding Series 2011A Bonds which mature on and after February 1, 2022; and

- C. WHEREAS, \$16,670,000 in principal amount of the Series 2011A Bonds which mature on or after February 1, 2022 (the "Prior 2011A Bonds") are callable on February 1, 2021 (the "Crossover Date"), at a price of par plus accrued interest, as provided in the resolution adopted on May 17, 2011, authorizing the issuance of the Prior 2011A Bonds (the "Prior Resolution"); and

**MOTION: Mr. Schumacher moved the Board of Education to approve the results of the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

## **XI. NEW BUSINESS**

### **A. Canvass of 2017 School Board Election Results**

**BF 31134** Canvass of the November 7 Election Results for School Board Members

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the District held on November 7, 2017, was in all respects duly and legally called and held.
2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four year term vacancies on the Board of Education caused by expiration of term on January 1 next following the general election; as follows:

Marny Xiong	36,480
Jeannie Foster	29,883
John Brodrick	26,172
Andrea Touhey	13,288
Greg Copland	8,425
Luke Bellville	4,358
Write-In	1,244

3. Marny Xiong, Jeannie Foster and John Brodrick, having received the highest number of votes, are elected to four year terms beginning January 1, 2018.
4. The School District Clerk is hereby authorized to certify the results of the election to the Ramsey County Auditor.

**MOTION: Mr. Schumacher moved the Board of Education adopt the resolution canvassing returns of votes of the IDS 625 General Election of 2017. The motion was seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

## **XII. BOARD OF EDUCATION**

### **A. Information Requests & Responses**

- Director Brodrick noted a statement on the Vendor Diversity Plan presented at the November 8, 2017 Committee of the Board meeting. He appreciates the discussion in the Facilities Department's work in finding ways to increase women- and minority-owned participation on the District's construction projects. He wanted to remind the Board on the importance of policies on the bidding process that meet the needs of the District. He looks forward to hearing the recommendations from Facilities.

### **B. Items for Future Agendas**

### **C. Board of Education Reports/Communications**

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative. They met this week and approved \$1.1 million in grants to community organizations that provide services to our most vulnerable kids. Many of them are done in the schools. It is worthy of celebration. She also noted the blueprint for the 3K program in Saint Paul. At the last meeting of the committee, they passed a memorandum for the County, the City, the District, and Head Start to move forward on implementation. We will receive that encouragement and will be something to look forward to for future meetings.
- Director Marchese noted a welcome to the new mayor as of January 1<sup>st</sup>, Melvin Carter who has been active in early childhood and overall work in our community of supporting our kids. He hopes we will take the opportunity for the Board and Superintendent to begin conversations with the Mayor-Elect as we move forward with the strategic planning process, and how we can collaborate with the Mayor's office and the City for a partnership as a whole. We will be leaning on each other to support the needs of our children and to get the work done.
- Chair Schumacher added that there is a monthly meeting around education at the Mayor's office. Representation from the libraries, Sprockets, Wilder Foundation, Parks and Rec, and Director Foster and Superintendent Gothard were there as well. There will be conversations with the transition team to continue that work. It's a group of everyone connected in the city to our education and to common goals. The Promise Neighborhoods were first developed in this program. Mayor Coleman was a strong supporter to ensure we are talking together, and that will be on the docket for the new Mayor-Elect, and that we continue to monitor that, because it will take all of us.

## **XIII. FUTURE MEETING SCHEDULE**

Director Schumacher noted that a closed board meeting on negotiation updates has been scheduled for 4:30pm on December 19<sup>th</sup> prior to the Regular Board of Education Meeting.

### **A. Board of Education Meetings (6:05 unless otherwise noted)**

- December 19
- January 9, 2018 | Annual Meeting |  
4:30 p.m.

- January 23
- February 20
- March 20
- April 24
- May 22
- June 12 | Special Meeting  
Non-Renewals
- June 19
- July 17
- August 21

B. Committee of the Board Meetings (4:30 unless otherwise noted)

- December 5
- January 9, 2018 | 5:00 p.m.
- February 6
- March 6
- April 10
- May 8
- June 12
- July 17

#### XIV. ADJOURNMENT

**The Chair moved the meeting adjourn, and Director Ellis seconded the motion. It passed by acclaim.**

The meeting adjourned at 8:11 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by

Sarah Dahlke  
Assistant Clerk,  
St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION**  
**FOR A PUBLIC HEARING ON THE PAY 18 LEVY**

**December 5, 2017**

**I. CALL TO ORDER**

The meeting was called to order at 6:00 p.m.

**II. ROLL CALL**

**PRESENT:** Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Ms. Foster, Superintendent Gothard, Ms. Cameron, General Counsel and Ms. Dahlke, Assistant Clerk

**IV. OLD BUSINESS**

A. Administration Presentation on the Pay 18 Levy

State statute requires that all local governments to hold a public hearing prior to finalizing their levy authority and allow for public comment. The hearing must follow the release of the proposed tax notices from the county. The notice provides information on estimated taxes as well as market value and other homestead adjustments.

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay18 school levy funds the 2018-19 school year. Levies are approximately 20% of the SPPS budget. Districts receive payments after the May and October tax collections from the County. The Levy can only move down after October 1.

School boards levy to provide revenue that funds the cost of staff, OPEB & pension obligations, debt service, facilities projects including: health and safety, maintenance and new construction, community education programs, and other expenses. Schools can only levy what is authorized by law.

All figures in the report provided are Pay18 MDE final levy data as of 11/21/2017. SPPS certified the maximum levy ceiling at the September 19 Board of Education meeting.

The CFO went on to describe the factors impacting the Saint Paul levy, such as:

- Overall estimated market values are up 9.8% from prior year and may reach 2008 levels.
- Double digit increases for a number of commercial, industrial and apartment properties
- Residential more moderate—areas of higher increases: Thomas/Dale, North End, Greater East Side, West 7<sup>th</sup>
- School portion of fiscal disparities aid increasing \$449,739 or 1.4%
- Changes to St. Paul Right of Way (ROW)/Street maintenance program

Other factors are:

- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase

- Pension contribution changes required by law
- OPEB obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long-term maintenance, health & safety projects, lease costs

SPPS levy categories are:

- Operating - general levies that support school functions, including referendum, integration, operating capital, career/technical, transition, safe schools and abatement adjustments.
- Pension/OPEB/Contractual Obligations
- Facilities - includes health and safety, deferred maintenance, new construction and abatements.
- Community Service - community education programs, learning readiness, after school, ECCE.

#### **Proposed Pay 18 Levy Ceiling**

<b>Levy Category</b>	<b>Certified Pay17 Levy</b>	<b>Estimated Maximum Pay18 Levy Ceiling as of 10/2/17</b>	<b>Difference</b>
Operating	\$47,134,881	\$50,250,404	\$3,115,523
Pension/OPEB/Contractual	37,545,435	38,930,211	1,384,775
Facilities	59,983,176	62,657,568	2,674,392
Community Service	3,406,163	3,626,763	220,600
<b>Total All Levy Categories</b>	<b>\$148,069,656</b>	<b>\$155,464,946</b>	<b>\$7,395,290</b>
<b>Percent Change</b>			<b>4.99%</b>

It is good news for taxpayers, while the District will still be covered in terms of plans and projects.

The CFO reviewed the estimated annual property tax impact (from 2017 to 2018 assuming 0% increase in market value and assuming a 7.7% (home) and 17.5% (commercial/industrial) increase in market value), for residential and commercial/industrial.

The Pay18 levy calendar was then reviewed. The Board of Education will certify the Pay18 levy at the December 19, 2017 Board of Education Meeting. SPPS will certify the Pay18 levy to Ramsey County on December 31, 2017.

Questions/Discussion: None

#### **V. PUBLIC HEARING**

- No one requested to speak.

#### **VI. ADJOURNMENT**

Mr. Schumacher moved the meeting adjourn, seconded by Ms. Ellis. The motion passed by acclaim.

The meeting adjourned at 6:10 p.m

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by  
 Sarah Dahlke  
 Assistant Clerk,  
 St. Paul Public Schools Board of Education

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
December 5, 2017**

PRESENT: Board of Education: Z. Ellis, J. Schumacher, S. Marchese, J. Brodrick, M. Vanderwert, J. Foster (arrived at 5:26), C. Vue (arrived at 4:47 p.m.)

SEAB: Amina Muumin, Amanda Hoffman

Staff: Superintendent Gothard, M. McBride, H. Kilgore, M. Hoerth, S. Braitwaite, P. Holm, K. Randall, T. Battle, A. Collins, M. Patal, C. Turnbull, G.S. Moua, M. Vang, A. Paulson, Y. Vang, R. Tellie, L. Erickson, K. Randall, H. Ott, I. Davis, N. Cameron, T. Parent, M. Gilbert, J. Turner, E. Agbamu, K. Wilcox-Harris, C. Baker, L. Cathey, T. Stewart-Downey, J. Statum-Allen, L. Sayles-Adams, J. Engen, M. Schrul, M. Dols Klingel, G. Ghere, S. Dahlke

Other: P. Grafstrom, M. Staloch, M. Lochungru, K. McCauley, T. Breker, S. Powers, J. Kopp, J. Verges, T. Lonetree

**I. CALL TO ORDER**

The meeting was called to order at 4:31 p.m.

**II. AGENDA**

**A. Superintendent's Update**

Superintendent Gothard thanked the Transportation department and the Facilities department in helping to ensure students, staff, and families were safe due to the weather.

He also shared an update on his transition and thanked everyone for their support. To date, he has visited 50 schools and is always learning more about our schools, students, and community. The best research and learning about the district is interacting with students and staff in schools, and talking with the community. He will be providing a high-level overview at an upcoming Board of Education meeting that will set the stage for a more expansive review at the January meeting. He did share some themes:

- Students are excited to be at school with high levels of engagement.
- Proud of teacher and staff support of students; there is a high-level of people who care and want our students to achieve success
- In terms of twenty first century learnings, our facilities are a work in progress. Teachers are being creative in flexible learning areas and being creative in terms of student choice in where they sit in rooms, and staff who pull together ideas. One question asked is if this affects student engagement, and there is research that shows it does matter. It brings learnings and findings to move forward in designing and implementing new learning spaces as part of the FMP.
- Our staff are pulled in many directions to meet the needs of students. We have created a menu of support, and made progress to address root causes. We are trying to go deeper and prevent, and teach students how to self-regulate and advocate for themselves, and ways to prevent and allow them to stay engaged. They are able to Attend, Engage, and Achieve in our schools. Our staff and community partners are helping us to achieve this every day.

- There are 1,500 students in PreK classrooms, and after visiting several classrooms, there are many differences from the start of the year to now. PreK students are progressing in routines, rituals, expectations, and self-direction. It is a wonderful program for our kids and we are excited for staff to grow their best practices in PreK. It is a wonderful goal for us.
- Leadership matters. The leadership is vastly experienced, and we have a lot to build on. We need to implement great practices, building norms, and collaborate and standardize. We need a systematic approach for the best of our kids and the community.
- Student voice is important, and will be incorporated into AMSD's Reimagine Minnesota Conference. It is a two-year plan that will incorporate student voice, as we all learn, grow, and remain committed and continue to be inspired by the potential in SPPS.

#### B. SEAB Update

SEAB is currently working on a couple of projects, and the largest is organizing student engagement organizations within the schools. They are drawing inspiration from pre-existing structures, such as the student mentoring project at Johnson, as well as SEAB. It is interesting to see that even though the students attend different schools, they all share similar concerns of similar experiences.

#### QUESTIONS/DISCUSSION:

- Is the goal to eventually set up a similar program like Johnson's or miniature versions of SEAB at each of the secondary schools? Answer: SEAB is going deeper than that. They are starting with secondary and middle schools, with expansion into some elementary schools.
- What are some of the initial observations? Answer: It has been a successful program at Johnson, and it has brought positive change to the school, and SEAB wants to see that same positive change at all schools.
- A recap of the Johnson program was noted. Students involved are those that are interested in making the school a better place and are also interested in mentoring other students. They are involved in mini-training sessions; these students are then available to other students for support, mentoring, and questions in the halls and classrooms. They strive to make the school more of a community-structure.
- Do they wear badges, or how do students know they can go to them for support? Answer: SEAB will check and communicate that information to the Board.

#### C. Council of the Great City Schools Fall Conference Recap

Three Board members and Superintendent Gothard attended the Fall Conference in October 2017 in Cleveland, Ohio and they shared a recap of their experiences at the event. Mike Casserly was honored for his 40 years of service. Dr. Darian Driver of the Milwaukee School District shared her message and impassioned life in education and its meaningfulness to her. It set the tone for an informative conference. There was high-level information sessions where attendees learned more on how to be the change in urban district reform and improvement with successful strategies in high schools and the creation of social-emotional learning opportunities. Bill Gates' presentation was inspiring. One session featured three new superintendents of urban districts, including Nashville, Kansas City and Pittsburgh which provided insight on entry plans and alignment, as well as collaboration. They shared their experiences in enrollment issues, and their insight in keeping positive experiences shared with the public. The Career Pathways session focused on the collegiate experiences in other districts. Another Board Member noted that it was a great experience to provide a national context for the work of the district and an opportunity for cross-pollination for other areas of the country. Some of the sessions focused on advanced courses in equity and career pathways for students. Some districts encourage students to start to think about their college and career pathways in the 8<sup>th</sup> grade to plant the seeds for their post-secondary options. It encourages them to be self-aware and knowledgeable. Another Board Member discussed the session which featured Van Jones, as well as the discussion-based sessions within the

conference. A presentation on supporting inclusive practice for students with disabilities was informational. She noted the pride in the work of SEAB alum Mischa and SEAB coordinator Shaun Walsh and their presentation at the conference.

#### D. Human Resources Transactions Overview

The Executive Director of Human Resources presented an overview of the definitions and processes within Human Resources Transactions. It was noted that an Administrative Leave is not a confirmation of wrongdoing, but a pause in the action in order to take a snapshot of the situation, gather information, and make an informed decision on the next steps. Next, the further steps in the process after administrative leave were presented. Administrative leave occurs before a formal investigation. The formal investigation allows us to answer questions. Suspensions without pay are listed by initials of the employee only to protect the privacy of the employee. A discharge may occur if there was a terminable offense. Retirement and resignations are voluntary. A termination is involuntary, such as non-renewals, deemed to resign, not timely return after leave of absence, or expired work permit. Suspension without pay is something that also happens during an investigation and a consequence of disciplinary action. There is a predetermined date at which point that person will return to work with conditions.

In terms of job evaluations, SPPS uses the Quantitative Evaluation System, with twelve factors (ten are common to all job and two are managerial-focused.) There is a job profile questionnaire, with incumbent and direct supervisor discussions. It focuses on substantial responsibilities. Jobs are compared to like jobs within other jobs in the department, but also other jobs within the District that are paid in a similar fashion. The evaluation focused on substantial responsibilities.

For promotions, there is typically a form for an open (established) position in the organization with an existing employee currently in a different role. The District has established a practice for calculating promotional increase amounts.

#### QUESTIONS/DISCUSSION:

- Could you provide an example of an administrative leave? Answer: If Human Resources is made aware of a situation of tension, they will separate the two parties in order to analyze the information on the actual occurrence. It is in everyone's best interest to take that pause with no blame on either side; it is an opportunity to step back and allow the due process to run its course.
- If someone were to make an accusation, what would be the first step before administrative leave? Would the basis be made on the accusation of a single person? Answer: It would depend on the severity of the accusation. If people were involved in a fight for example, there would be an administrative leave to gain answers to questions and to get to the bottom of the problem before it exacerbates. Administrative leave does not associate blame; its real purpose is to create a break in the action.
- When does an accusation cause another person to be taken out of the workplace? Answer: It could happen right away. If there was a physical occurrence, it would be the job of the consultant to enable administrative leave in order to get to the bottom of the situation.
- Because the vast majority of employees are part of a bargaining unit or labor union, who is involved before someone is terminated? Answer: We don't take any steps without having conversations with the employee and their bargaining units, and consultations with supervisors.
- The process of a lapsed teacher's license was also discussed, assuming they had been warned, how involved is that process? Answer: It happens about 6 times a year. The current language allows us to put that person on unpaid administrative leave until that person has a renewed license. We currently do not have a cap on that time period, but one of the proposals is to add a cap to that time window, and if the person does not renew their license within that time, they are deemed to resign.
- Seniority in teachers of the district was also discussed. We work to keep the best people in the jobs of the district. Teacher evaluations were then explained. Teachers in 1-3 years of teaching are probationary; there are three evaluations in the first three years. They are

evaluated on different components such as instructional, environmental learning, elements of effective instruction, and professional responsibilities. They receive feedback after each evaluation to determine the progress.

- If there is an increase in responsibility, it is weighed more heavily that if there is there an increase in workload/volume? Answer: Correct. An increase in volume is better handled with an increase in staff than by changing the job.
- How do we answer to the employee who says that they are doing too much? Answer: Then we need to ask what that is based on through job studies and finding that “sweet spot” for productivity in that area. If it is found that one person is doing too much, that department is asked to add additional resources or staff. If they are doing two jobs, that is something different.
- It was then discussed that the reasoning behind the Guiding Values were established in order to be mindful of the lowest paid group to earn a competitive wage and our commitment to be mindful to that.
- The numbers in the job evaluations were also explained further with reasoning in mental effort, consequence of error, work surroundings, and the point totals that are standard for different areas within the organization. When calculating the point total, it is to ensure that job titles are accurate with compensation flows.
- There is a standard promotions chart by bargaining unit which is associated with a promotional percentage, so that promotion will be impacted differently.

#### D. Literacy Overview

Key terms were reviewed in relation to the literacy overview and FAST assessment. Curriculum is the road map to the content standards and learning outcomes expected to be learned by each student. The instructional model refers to the evidence-based, culturally responsive and common frameworks used to instructional planning delivery, and assessment. Materials includes the physical and digital resources available to support the curriculum and instructional model.

The framework of teaching literacy was then reviews, with independent reading included through elementary, middle, and high school instructions.

The FAST assessment allows teachers to screen, to plan, and to monitor the results of their literacy framework in the classroom. It is a screener for teachers to know the literacy skills of their students and to monitor that information. The SPPS assessment plan includes screening, running records, small group work, and goal setting, and progress monitoring, with instruction happening at each step. FAST is used to support literacy vision for accelerating student achievement through assessments to support core instruction, intervention, and professional development. FAST key terms were then reviewed, along with grade level standards. The earlyReady for K-1 were reviewed, as well as aReading for 2-8, and CBM for 2-5.

What we’ve learned through the FAST assessment:

- Easy to administer
- Shortened testing time
- Teachers want more information and are using more of FAST
- More stakeholders wanting to see data
- Intentional use of data to plan instruction
- Buzz around assessments
- Talk about next steps

We can now use the data from FAST to:

- Use data to plan small group differentiated lesson focus
- Focus on independent reading
- Progress monitoring on a regular basis
- Aligning resources to support student needs
- Recognizing a need for more information
- Programmatic decisions, curriculum, materials and resources.

#### QUESTIONS/DISCUSSION

- Is FAST only a literacy screener? Answer: No, it used for reading and math. There is also a social-emotional component of it but SPPS is currently not using that capability because there are parts we do not think are culturally sensitive. This year is focused on using FAST for reading, while math is option. However, next year, teachers will be expected to use the math component as well.
- A deeper dive into the MCA scores will be addressed once the District receives updated scores.
- Some would define school readiness as the ability to regulate emotions, explore the world freely, and trust adults. How are we assessing those fundamentals and responding to that information? Answer: With the Early Discovering Our World curriculum, which is rooted in social-emotional developments, we feel we are setting the stage for PreK and kindergarten students to help them to be self-regulated. There are also other ways schools are meeting the needs of students for social-emotional capabilities, including student voice in choice, PBIS frameworks, and other materials. Each school has its own defining characteristics and benchmarks that they have, but overall, it is incorporated through key messages, philosophy, and behavior. For student needing more help, the SAT team is called for more granular assistance.
- The goal is to use FAST for the social-emotional piece as well, once it is updated to be more culturally proficient for students. It could be used to gain a snapshot on a student and use the information for school readiness. Would the Kindergarten teacher then have access to that data? Answer: Yes, they would have access and it would be included in that student's profile.

#### E. PLTT Update

The Fall 2012 referendum provided funding for \$9 million annually for 2013-2021. It provides technology access for:

- Student engagement for anytime and anywhere learning
- Family participation
- Resources for teachers and community
- Data for informed decision

The goal of SPPS Personalized Learning is to transform teaching and learning at Saint Paul Public Schools to be student-centered, customizable, and technology-enriched to meet the diverse needs of all students.

The referendum actual and budgeted numbers were then reviewed.

##### Referendum Actuals 2016-2017

• Equipment	\$8,850,125
• Staffing	\$545,907
• Software	\$51,896
• Professional Development	\$83,117

##### Referendum Budget 2017-2018

• Equipment	\$6,973,578
• Staffing	\$1,146,678
• Software	\$585,000
• Professional Development	\$160,000

The progress of implementation was also presented with exploration, installation, initial implementation, and full implementation presented and respective steps and their progress. Examples of impact of the PLTT initiative were also presented, including a student-made video on student life and learning before iPads compared to life and learning with iPads. Real and relevant curriculum is also an impact for staff. Projects that go deeper, engage students with community on issues that impact their lives. A clip of the Central Alumni interviews was shown. Schoology supporting tailored instruction to student voice and choice. Parent engagement through access to assignments, feedback, and course communications. There are limited resources for some language programs, and the ML

department was able to help compile materials for classes. Technology is important in dual immersion programs to make connections in the community. The impact to dual language programs was also discussed, with staff from dual language programs presenting examples of assignments and videos in other languages. Examples of formative assessment and family engagement were also presented with communication between students and families on their work in the classroom, and videos of children learning different skills. It can be used to implement instruction and progress monitoring for parents. Feedback from conferences included that parents enjoy seeing what their children are learning throughout the day. Parents want to see progress through the year of their children.

The impact of the PLTT for students with special needs was also discussed. The priorities include alignment and access, develop student independence, and support all Birth to 21 staff to integrate into instruction. Infrastructure included a “one stop” for special iPad equipment and paid apps, as well as layers of integration for iPad features. Professional development includes four PD grants from Metro ECSU, an in person training on literacy and iPad accessibility features, as well as using Schoology and SeeSaw. Examples from students with learning disabilities were also presented with before and after data comparisons. Students who cannot talk due to severe speech and language disabilities are showing a 67% in augmentative communication use in 2 years. They are developing expressive language, having social interactions, answering in class, sharing information, making choices, and expressing feelings.

The impact of PLTT with our community partners was also addressed. LibraryGo allows students to access library materials.

- 42,004 student records were successfully imported into SPPL’s database and Library Go now reaches all SPPS students.
- 854 SPPS staff e-cards have been created.
- 17,000 items have been circulated; Library Go allows students to check out up to 5 physical items
- 20,000 e-books have been checked out with OverDrive and Cloud Library
- 15% increase in online homework help usage over the 2015-2016 school year.

The Districtwide data was then presented with the number of student visits to Schoology increasing to 1,375,100 in November 2017. SeeSaw data was also presented with 33,269 student items uploaded in November 2017 and 88,793 family visits to the site. Access to technology data was also discussed, including student internet access where they live.

Teacher preparation for tech integration was also shown, with the majority of teacher responding that they agree to statement involving technology integration.

The PLTT is meeting a variety of learning needs with input from students and educators. Full implementation combines many factors. The Washington Tech example was presented to show that multiple factors are combined to advance student achievement.

Next steps include using Schoology/SeeSaw with students, educators, and families to organize, document, and communicate learning; support rigorous , culturally relevant instruction by creating a SPPS digital curriculum repository; using digital tools to assess and report what students know and inform instruction; build teacher capacity to personalize learning by infusing tailored instruction, student voice and choice, and engagement in a tech-rich environment as strategies in all PD; and support principals as building leaders for personalized learning.

#### QUESTION/DISCUSSION

- Do we work with other districts with high populations in the Hmong community to find other curriculum materials? Answer: SPPS is one of the first public schools to create any Hmong curriculum. The resources we have are created by SPPS, which is both good and bad because while we are using our own, we cannot borrow materials from other districts because it does not exist yet.
- Can parents live-stream to watch from afar? Answer: Videos can be uploaded right away for parents to view. Students are driving what they are learning and what they want to show to their families.

- Are more languages being added for the homework help service through Library Go? Answer: We hope so. Currently, there is help in English and Spanish.
- Has the change in fines and fees caused a budgetary impact for the libraries? Answer: No, it has not. Students are only able to check out 5 items at a time, and we have realized that they value those 5 items and they are learning to be responsible in areas where the money aspect is not. If a student loses material, they can “read down” the fines in order to have the fines lowered while gaining a sense of enjoyment in reading.
- A Board Member noted their concern about children starting kindergarten without basic skills, and how to use the data to support parent involvement within the home in order to support their kids? Answer: Early learning focuses on reading in kindergarten, with items such as letter sounds and goal setting on what the students need. Many kindergarten teachers are sharing what they are noticing in their classrooms and teacher-created resources. Families need to be equally involved and in working with the Office of Early learning and parents of Early Learners, we can work to ensure our youngest learners are supported at home.
  - It was then noted that while literacy is important, there are other skills that lead to literacy in students and it is important to pay attention to those.
  - Learning about food and sleep are important to early learners, and many kindergarten teachers incorporate those other aspects as part of a whole background and training on educating the whole child.
- Can you provide some examples of adaptive practices for children with IEPs? Answer: In early reading, one of the adaptive practices is to not have a cut-off time and not giving the child something they will not be able to complete. We are not assessing just to assess, and will not shame them into something for which they are not ready. Special education teachers are working with students to read directions out loud to them, and will repeat direction in order for the child to understand and for them to know what they need to do.
- How do we build a model to be supported and sustained for our teachers to be individually supported to ensure that each child has what they need to succeed? Answer: The beauty of our model is that we incorporate differentiation and workshops are inherently differentiated. Workshops and small groups are grouped together by similar composites and we look at the data in order to give teachers the best tools to help them support their students.
- What is someone says, “Aren’t we rushing our little kids too much?” Answer: No, I don’t think we are. It’s a comprehensive view of our students. If we have them spend time in the digital world of learning, we know they what they are capable of or not capable of. Kids are capable 21<sup>st</sup> century learners, and we are learning what our kids need to learn together. If we look through the lens of learning and embed in that, all skills, including social-emotional, are wrapped around the child, including academics. It is about the relationship between students and teachers, and teachers know when to push their students, and make it exciting and how to get there.
- FAST is being used in all K-8 classrooms. Expo Elementary is using math, social-emotional, and the literacy components. There will be more information from this pilot program.
- What are some ways in which we assess vocabulary words; where do we make a transition to vocabulary and where does the switch come in? Answer: In FAST, there is a vocabulary component. Currently the shift is in the 6<sup>th</sup> grade. A small amount of the transition occurs in 4<sup>th</sup> and 5<sup>th</sup> grade. Vocabulary skills need to happen in coordination with content, and not in isolation.
- New data will be available at the end of January 2018.

#### F. MSBA Resolution Discussion

One of the proposed legislative resolutions involved the cross-subsidy task force, which passed 113 in favor, and 2 opposed at the MSAB Delegate Assembly. These resolutions were brought forth with the hope that every schools district in Minnesota would approve this

resolution and be brought to Washington. The resolutions will be brought before the Board at both the December 2017 and January 2018 regular meetings. MSBA is hoping to finalize the resolutions by February in order to present them in Washington.

- Board members noted that there is no reason not to do this. It's important to look at the financial impact for the district. It may be helpful to translate it into dollars per student. We may need to think about other resources, such as litigation. We need to hold the government accountable for this, and be a leader.
- It was then discussed if it would be possible for litigation to be brought forth by school boards across the country. While we cannot speak to the specific legal strategy on a national basis, if there is an appointment in moving forward, our general counsel and outside counsel would be tasked with devising a strategy to address this.
- It was noted that it is an ongoing issue in terms of a funding aspect, and we need to do what is important for all students. We need to take the funding in ways to make decisions in the best interest of all students in the district.
- It was then discussed the ways in which the information could be shared with the public and to inform them of what is happening with the cross-subsidy, with ideas such as the SEAC to share perspectives and a community forum to explain special education and its costs and funding sources.
- Advocacy will be the tool to get this topic on the agenda at the legislature. While we don't know if litigation will really solve this, we need to recommend to really speak to the legislature that they need to hold true to their original funding amount.
- Adding numbers to the resolution may help, as well as specific information for Saint Paul Public Schools. The political statement of statewide impact and the impact to SPPS may also be beneficial. Dr. Gail Ghore or Chief Schrul may be able to provide specific numbers on the dollars for cross-subsidy.
- There will be a motion to both the state legislature, as well as the federal legislature.

### **III. ADJOURNMENT**

It was motioned to adjourn the meeting at 8:21 p.m. The motion passed by acclaim.

Respectfully submitted,

Sarah Dahlke  
Assistant Clerk



# I Am SPPS

Superintendent Joe Gothard

# Listen

- Visited 55 schools
- Held 12 Listen and Learn sessions
- Community groups and task forces
- Onboarding with staff, departments, teams and individuals



# Learn

- Facilities Master Plan - More than bricks and mortar
- Partnerships - People want to help
- Audits - Reviews of reports that look at how we can do things differently

41



# Lead

## Finding new ways to do things

- Professional development
- Labor negotiations
- Early Learning
- Examination of organizational structures that support student success
- Focus on building a strong senior leadership team



# Lead: Strategy Development Process

## Analysis

December - January

### Tasks Include:

- Environmental scan
- Engagement with additional key informants
- Community input survey
- Present findings to district leaders, Cabinet, and Board

## Strategic Development

February - June

### Tasks Include:

- Development and presentation of draft strategy components *(Feb COB)*
- Community Input Sessions
- Present final Long Term Outcomes and Strategic Themes *(Apr BOE)*
- Present initiatives to Board *(June BOE)*

## Action Planning

June - December

### Tasks Include:

- Initiative Action Teams plan Phase 1 initiatives
- Launch full strategic plan to Board and Community
- Develop outcomes scorecard and implementation monitoring system

# Lead: New Processes in Place

- Budgeting
  - Making decisions sooner to provide schools an earlier start to 2018-19 hiring
- Principal hiring
  - Creating a standard process
- Reorganized Board and Superintendent collaboration



# Closing

- SPPS positioned well to move to the next phase
- Strategic planning process is important to provide a focus before making big changes
- In-depth report in the first quarter of 2018



# Questions?

# SPPS ENROLLMENT



*Stacey Gray Akyea, Director of Research, Evaluation & Assessment*

Board of Education Meeting  
December 19, 2017



# Agenda

- Status of School Year 17-18
- Concepts
  - State-Funded
  - Projected
  - Total
- Trends
- Summary



# How Many Students Are Enrolled in SPPS?

Enrollment for school year 2017-18 is 37,128;  
an increase of 88 students from SY 2016-17.

SPPS enrollment is 549 above projection.



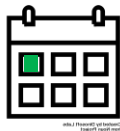
# How Many Students Are Enrolled in SPPS (SY 2017-18)?

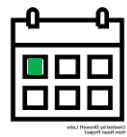
*Concepts:*

*State-Funded*

*Projected*

*Total*





# State-Funded Enrollment

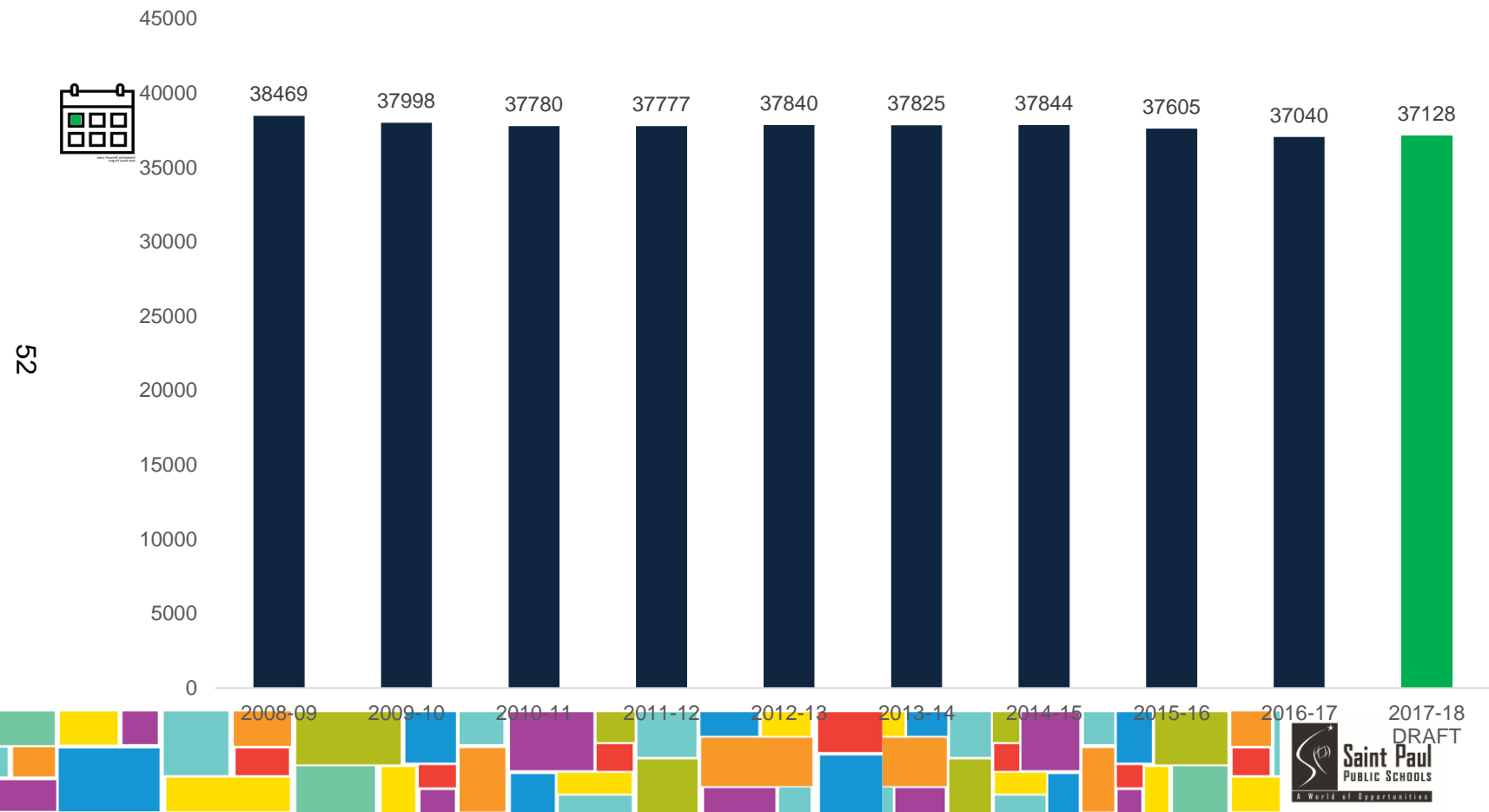
*The number of students for which SPPS receives general education revenue*

- Commonly known as *official* or *October 1*
- Most commonly discussed
- Impacts budget and planning
- Impacts supplemental district resources (e.g. Title and other formula grants)
- Voluntary Pre-Kindergarten (VPK) in 2016-17

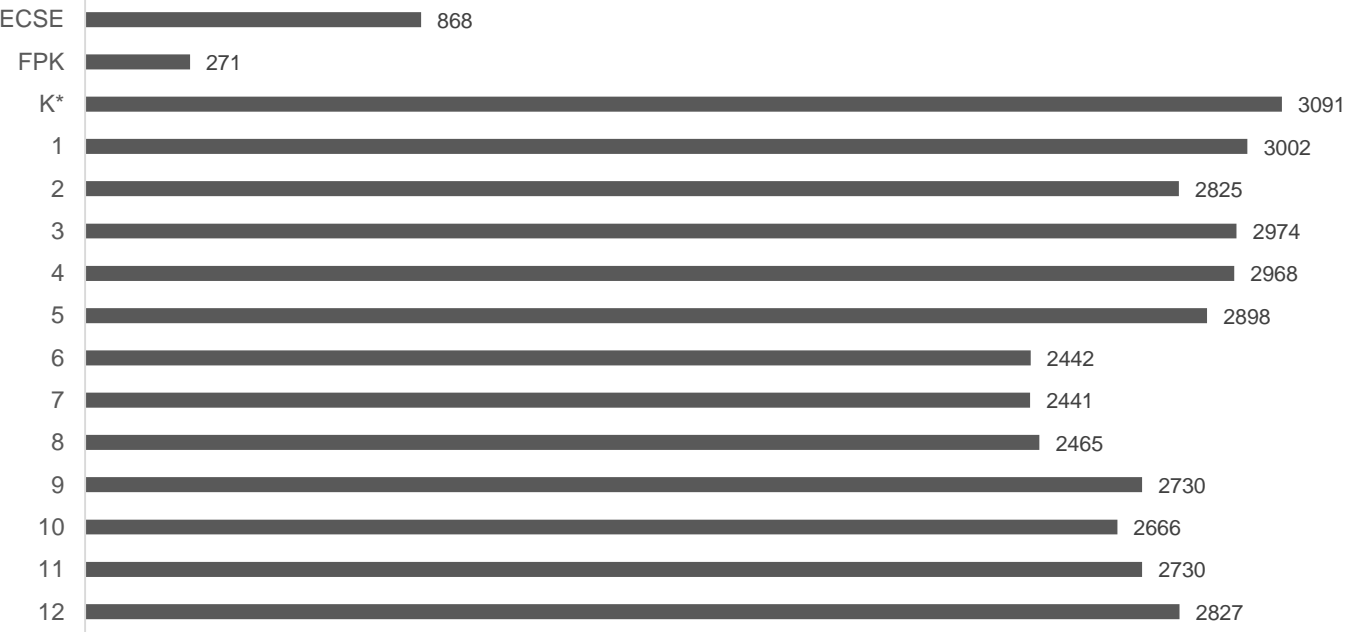
**SPPS state-funded\* enrollment for school year 2017-18 is 37,128.**



# SPPS Enrollment: State-Funded Trend



# SPPS Enrollment by Grade: SY 2017-18\*



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# Projected Enrollment

*The calculated estimate of how many students we will have in the district and at each school*

- Methods-based
- Procedural (district-wide K, district grades 1-12, school K, school grades 1-12)
- Not estimated for some programs (e.g. PK, hospital/shelter)
- Based on state-funded enrollment (October 1)
- Used as basis for budget
- Used as baseline for fall enrollment monitoring
- Very sensitive to system changes (e.g. school or program opening)

**SPPS projected enrollment for school year 2017-18 was 36,309 K-12 students.**



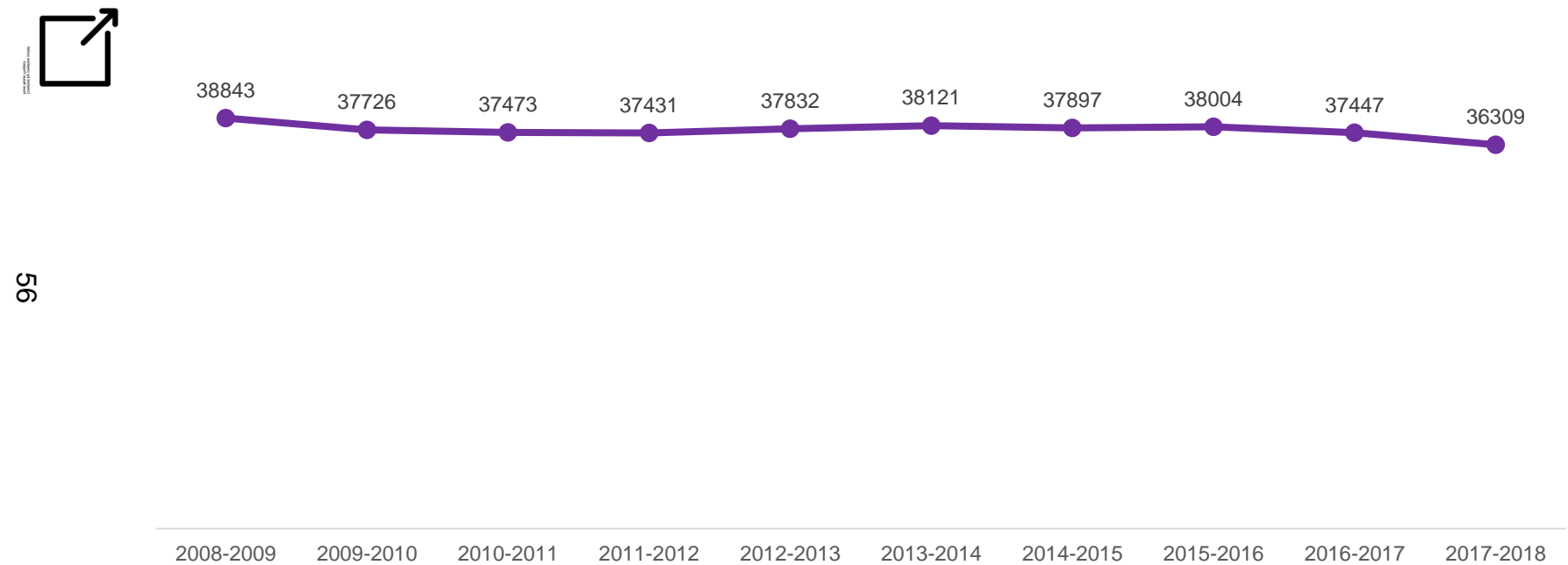
Year	Projected	Actual	Difference from projection	
95-96	42,167	42,397	230	0.5%
96-97	43,717	43,747	30	0.1%
97-98	45,058	45,102	44	0.1%
98-99	46,095	45,325	-770	-1.7%
99-00	45,842	45,018	-824	-1.8%
00-01	45,118	45,011	-107	-0.2%
01-02	44,567	44,033	-534	-1.2%
02-03	43,101	43,612	511	1.2%
03-04	43,127	42,232	-895	-2.1%
04-05	41,310	40,948	-362	-0.9%
05-06	40,561	41,143	582	1.4%
06-07	41,021	40,383	-638	-1.6%
07-08	40,083	39,550	-533	-1.3%
08-09	38,843	38,469	-374	-1.0%
09-10	37,726	38,004	278	0.7%
10-11	37,422	37,780	358	1.0%
11-12	37,431	37,776	345	0.9%
12-13	37,832	37,840	8	0.0%
13-14	38,085	37,825	-260	-0.7%
14-15	37,897	37,844	-53	-0.1%
15-16	38,004	37,605	-399	-1.1%
16-17	37,447	36,961	-486	-1.3%
17-18	36,309	36,858	549	1.5%

**SPPS projections consistent  
across time.**

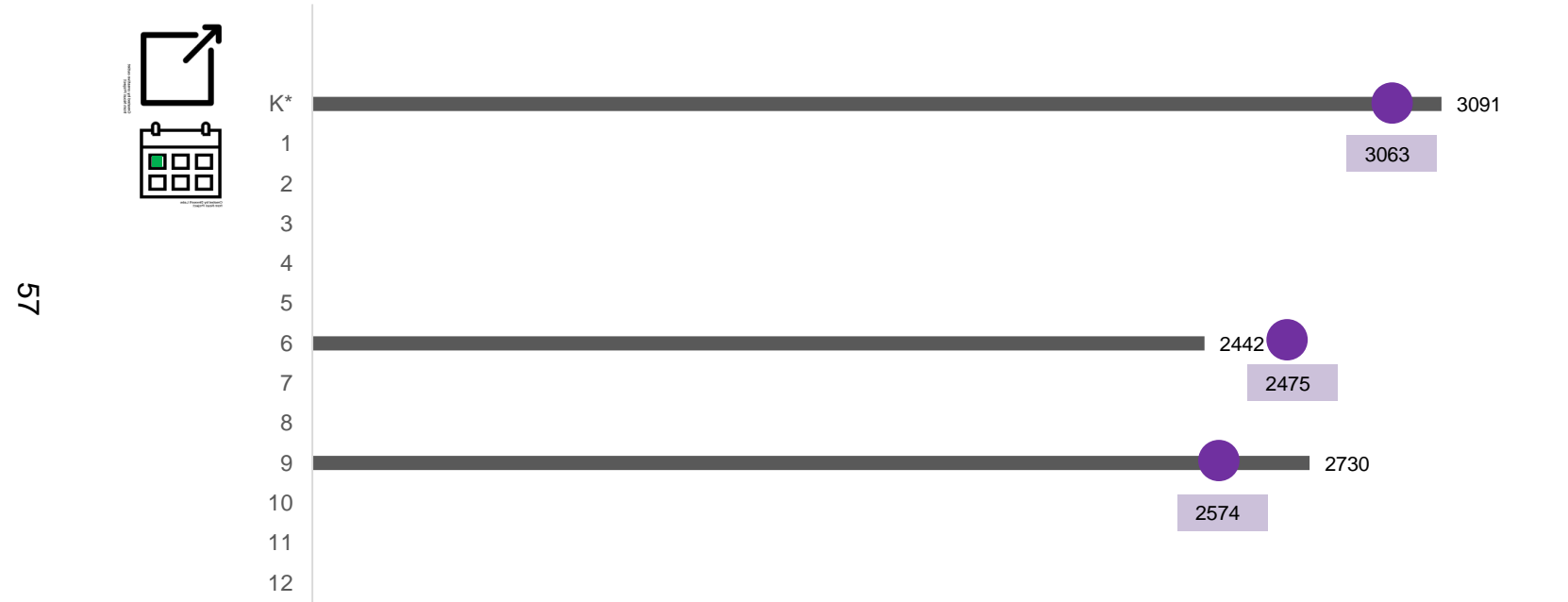
**Range = -2.1% to 1.5%**



# SPPS Enrollment: Projected Trend

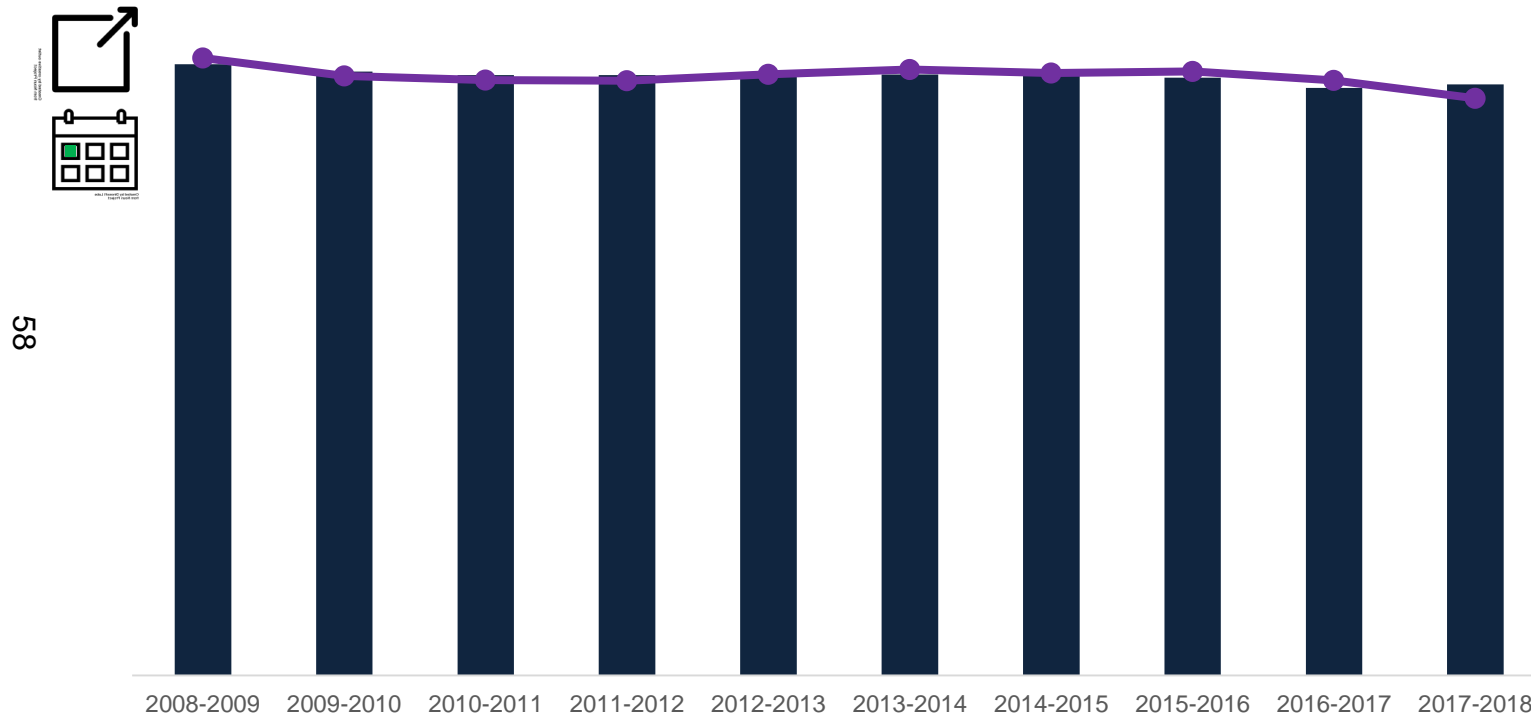


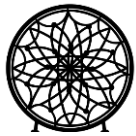
# SPPS Enrollment by Grade SY 2017-18\*: Projected to State-Funded Trend Comparison



# SPPS Enrollment : Projected to State-Funded Trend Comparison

SPPS projections consistent across time; Range = -2.1% to 1.5%





# Total Enrollment

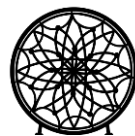
*The number of students served without regard to general education revenue.*

Enrollment by Grade Band	
Enrollment by Grade Band	Number of Students
EC/PK	2,393
K-5	17,743
6-8	7,339
9-12	10,921

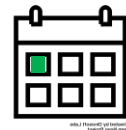
**SPPS total enrollment for school year 2017-18 is 38,396 PK-12 students.**



# How Many Students are Enrolled (SY 2017-18)?



**SPPS total enrollment for school year 2017-18 is 38,396 PK-12 students.**



**SPPS state-funded\* enrollment for school year 2017-18 is 37,128 PK\*-12 students; and increase of 88 students from state-funded enrollment for SY 2016-17.**



**SPPS state-funded enrollment (no PK), 36,858, is 549 students above the projected enrollment of 36,309.**

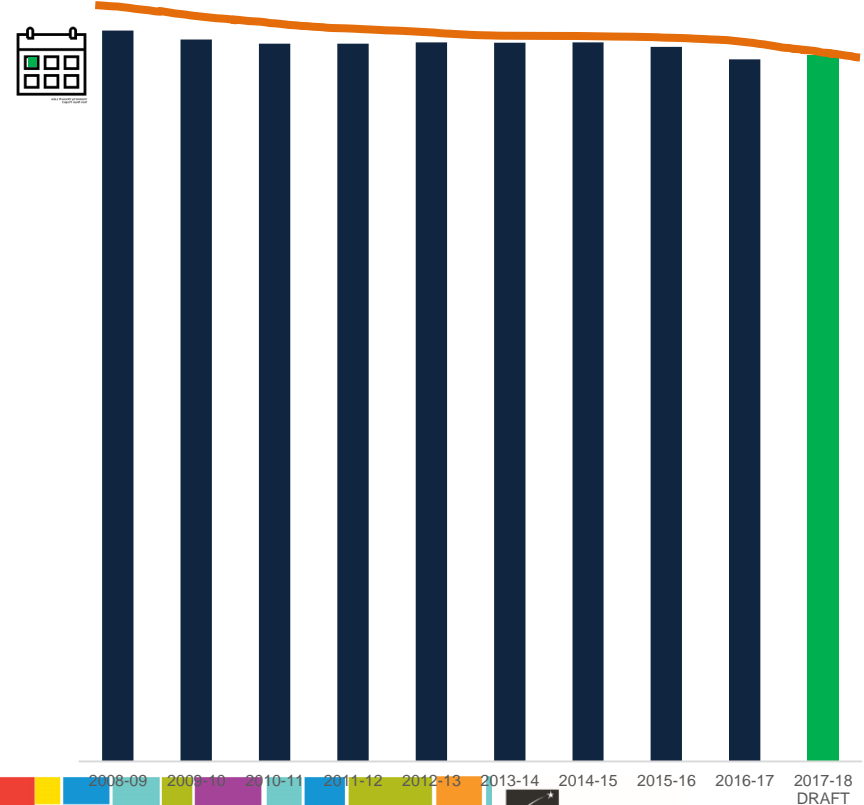


# Trends



# Trend: Overall

- Declines from 08-09 to 11-12
- Fluctuation between 12-13 and 14-15
- Decrease from 15-16
- 17-18 could be anomaly or beginning of different pattern



- Overall enrollment factors:
  - The number of births
  - Natural increase/decrease
  - Enrollment out of the district



# Trend: Birth to Kindergarten Ratio

Source: H. Reinhardt (2017). Minnesota Department of Health

SAINT PAUL RESIDENT LIVE BIRTHS September 1 to December 31; January 1 to August 31		
		Kindergarten Year
2001; 2002	5,062	2006-07
2002; 2003	5,084	2007-08
2003; 2004	5,060	2008-09
2004; 2005	5,123	2009-10
2005; 2006	<b>5,199</b>	2010-11
2006; 2007	<b>5,229</b>	2011-12
2007; 2008	<b>5,276</b>	2012-13
2008; 2009	5,160	2013-14
2009; 2010	4,988	2014-15
2010; 2011	5,027	2015-16
2011; 2012	5,154	2016-17
2012; 2013	5,207	2017-18
2013; 2014	5,136	2018-19
2014; 2015	5,086	2019-20



# Trend: Natural Increase/Decrease

After three years of increases over 300; three years of increases less than 300



Created by Hopkins  
from Noun Project

	Number of 12 <sup>th</sup> graders leaving (spring)	Number of K entering (fall)	Natural Increase/ Decrease
2012	3142	3477	335
2013	3077	3495	418
2014	2919	3347	428
2015	2889	3136	247
2016	2861	3104	243
2017	2841	3091	250



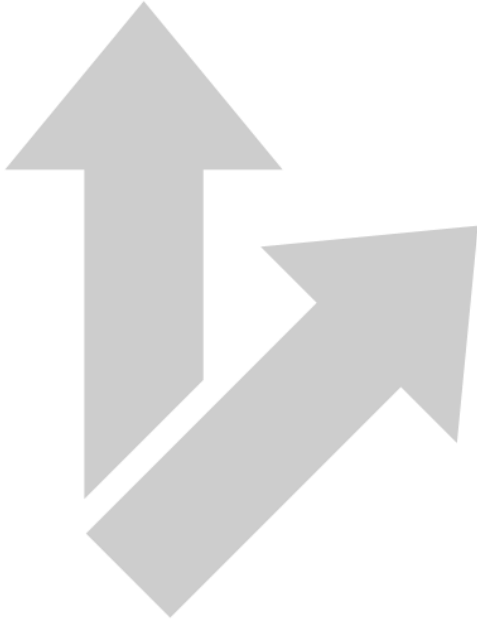
Created by Gabriele Malaspina  
from Noun Project



# Trend: Enrollment Out of District

SPPS out of district enrollment has an increasing pattern that is not mitigated by the number of students enrolling in SPPS from out of district.

65



Total ADM*	Open enroll out options elsewhere	Charter	Open enroll in options nonresident	Open enroll net loss	Change in net loss
2014-15	3445	9074	1603	-1842	-278
2013-14	3100	8513	1536	-1564	-88
2012-13	3072	7849	1596	-1476	-171
2011-12	2725	7087	1420	-1305	-322
2010-11	2505	6657	1522	-983	-274
2009-10	2250	6126	1541	-709	209
2008-09	2016	5591	1098	-918	

\* Average Daily Membership (ADM): The sum for all pupils of the number of days of the school year each pupil is enrolled divided by the number of days the schools are in session.



# Trend: Grades

- Manifest over time creating waves
- Students continuing in the district (continuation)



ECSE

FPK

K\*

1

2

3

4

5

6

7

8

9

10

11

12

868

271

3091

3002

2825

2974

2968

2898

2442

2441

2465

2730

2666

2730

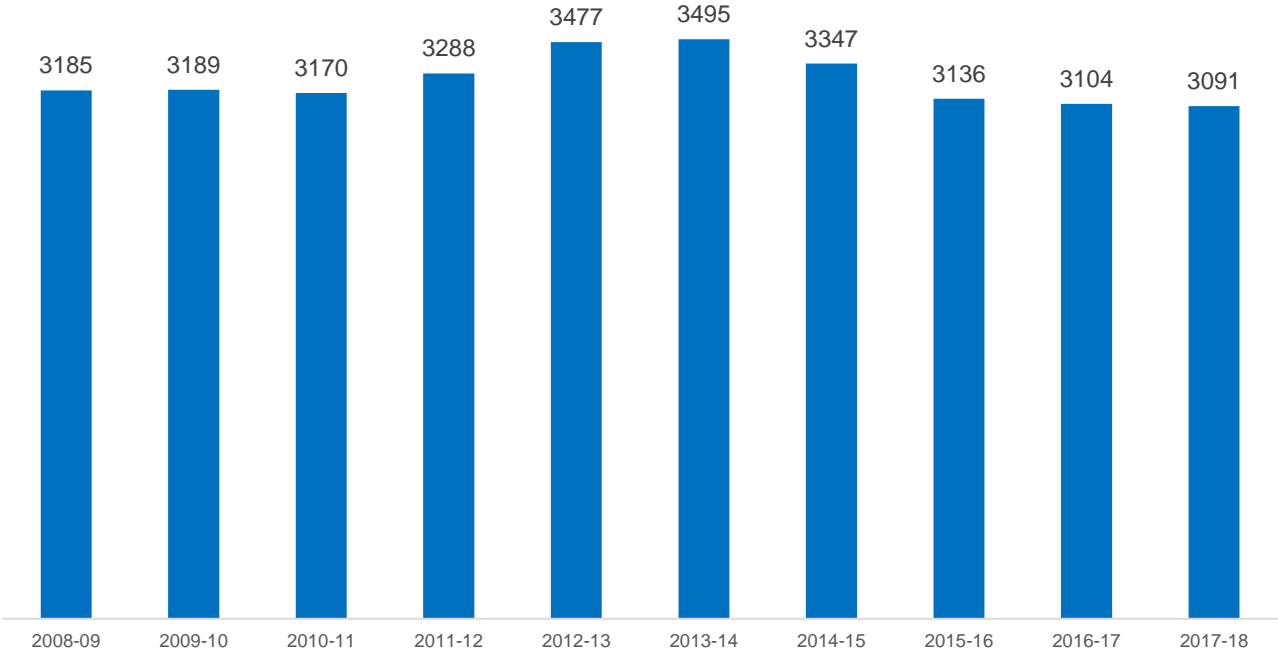
2827

# Trend: Grade K

Highest in 2013-14 and 2012-13 ; births are returning to their pre 2013 patterns which will decrease the “kindergarten pool”

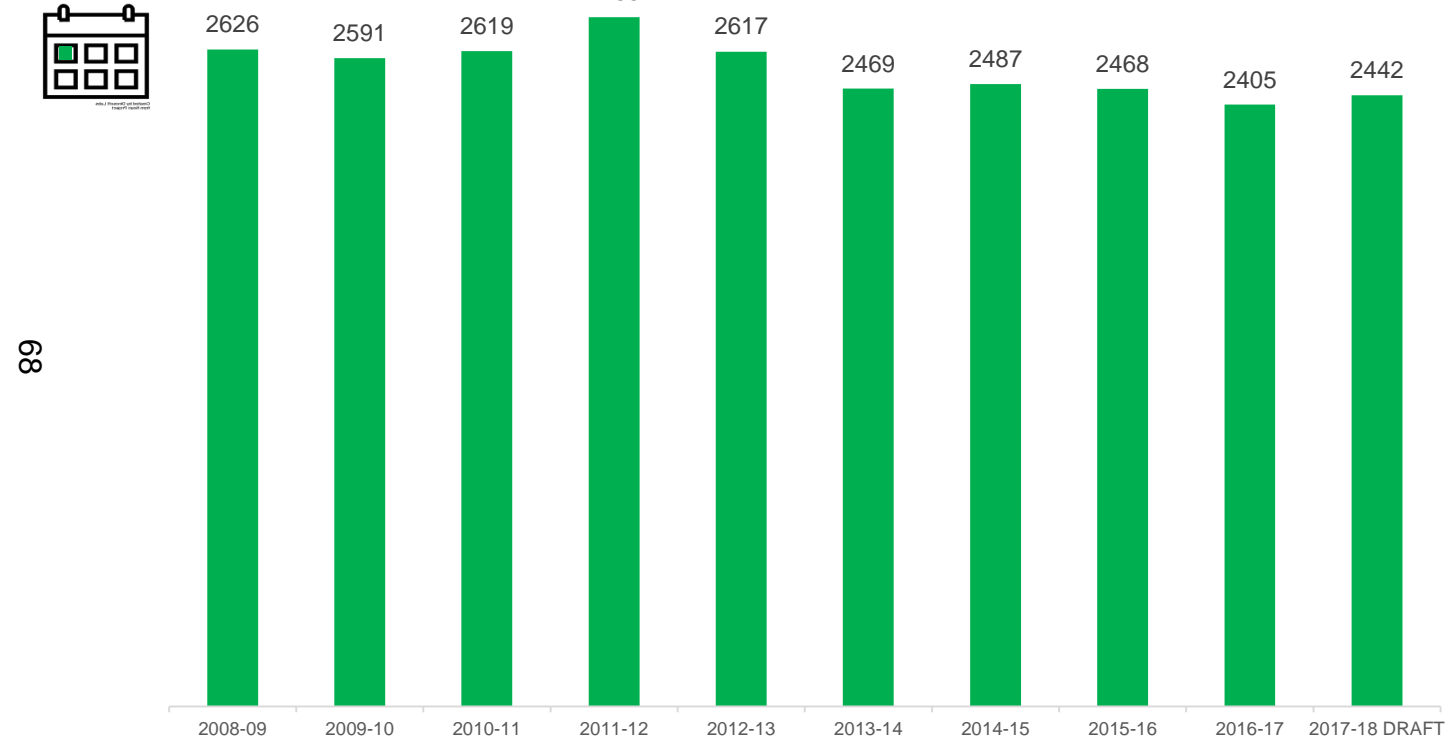


67



DRAFT

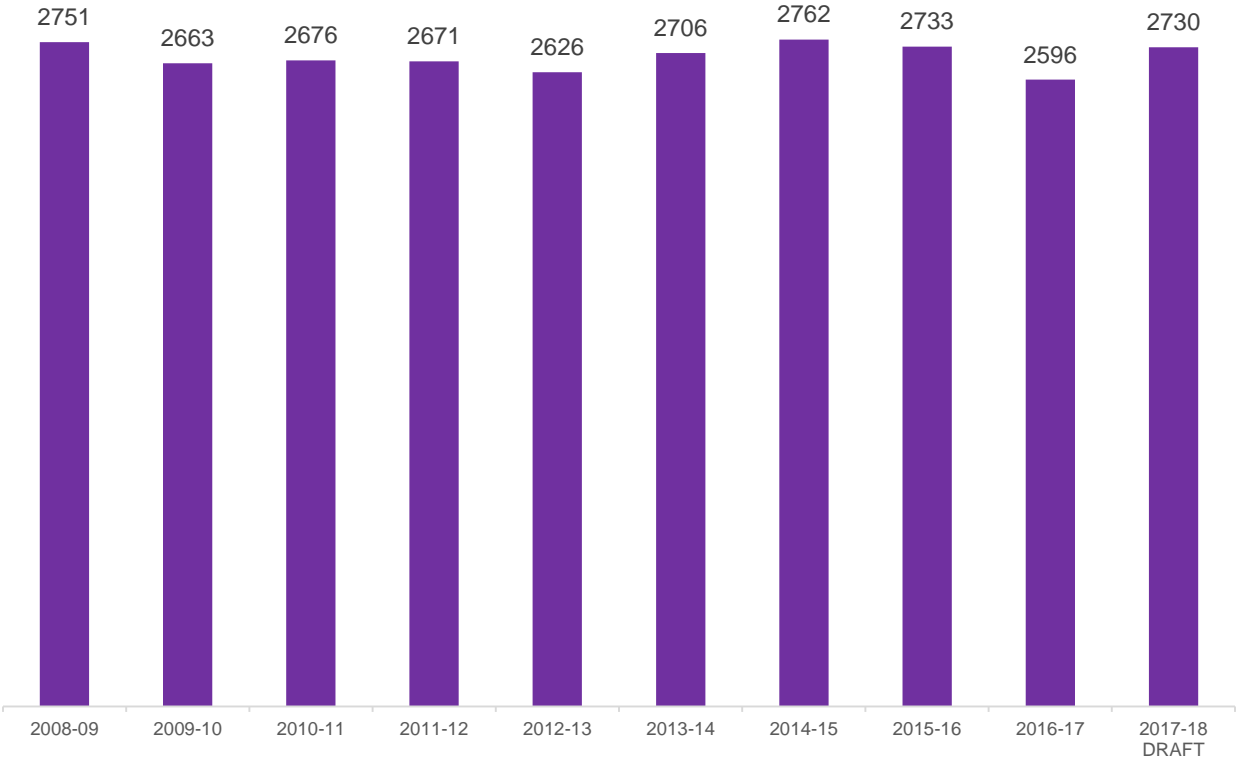
# Trend: Grade 6



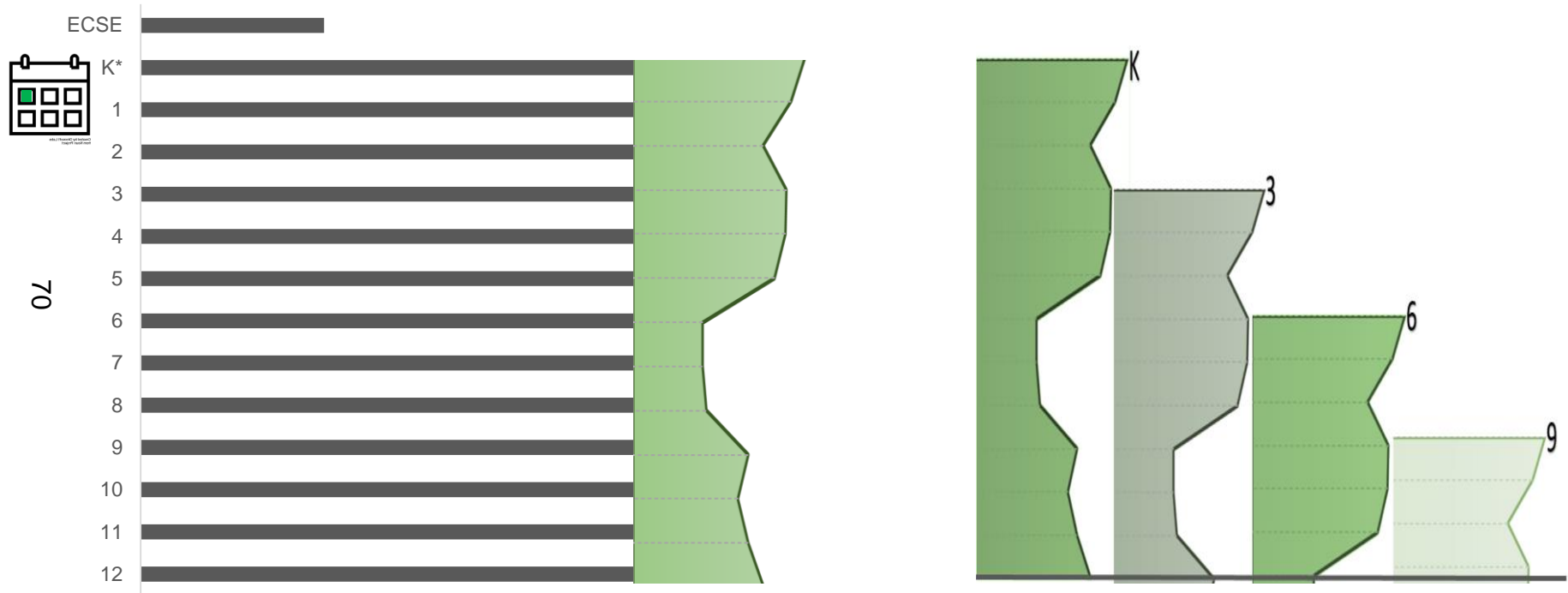
# Trend: Grade 9



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# Trend: Cohort Matriculation

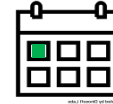
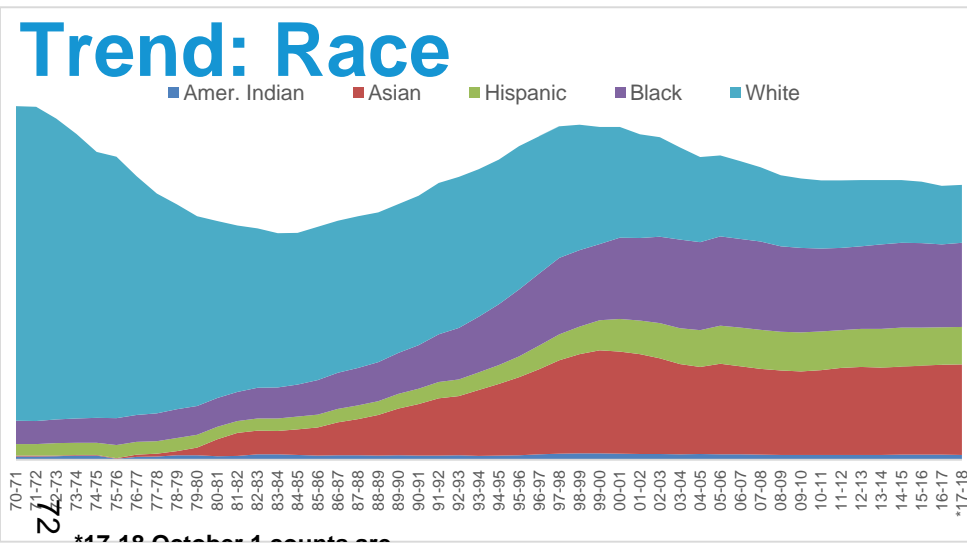


# Trend: Program

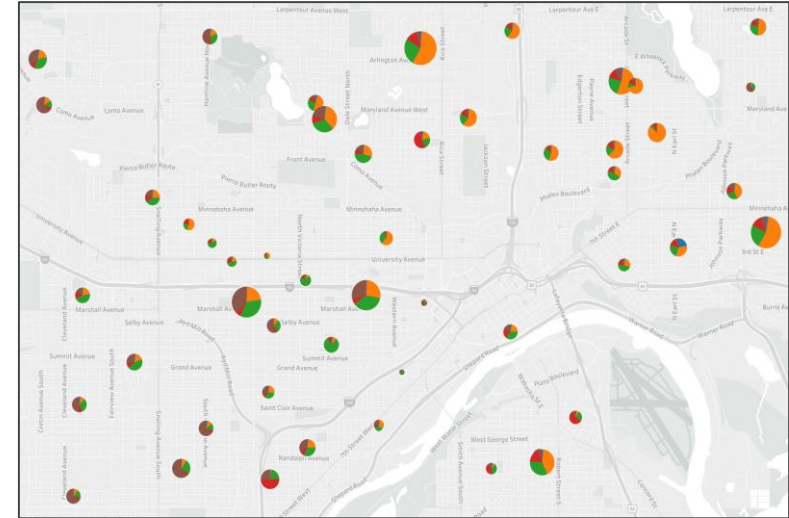
- S-Term - June 2015-August 2015
  - SY 2015: 10,350
  - SY 2016: 10,036
  - SY 2017: 9,637
  - SY 2018: 9,731
- Decreases in grades 5 to 6 in pathway
- Increases in grades 8 to 9 in pathway

Grade 8	13-14 to 14-15	14-15 to 15-16	15-16 to 16-17
Aerospace	48%	48%	63%
American Indian	60%	60%	54%
Arts	11%	11%	25%
French	68%	68%	90%
Capitol Hill	41%	41%	46%
Hmong	57%	57%	76%
IB	60%	60%	63%
Montessori	n/a	n/a	n/a
Science	72%	72%	73%
Spanish	76%	76%	85%



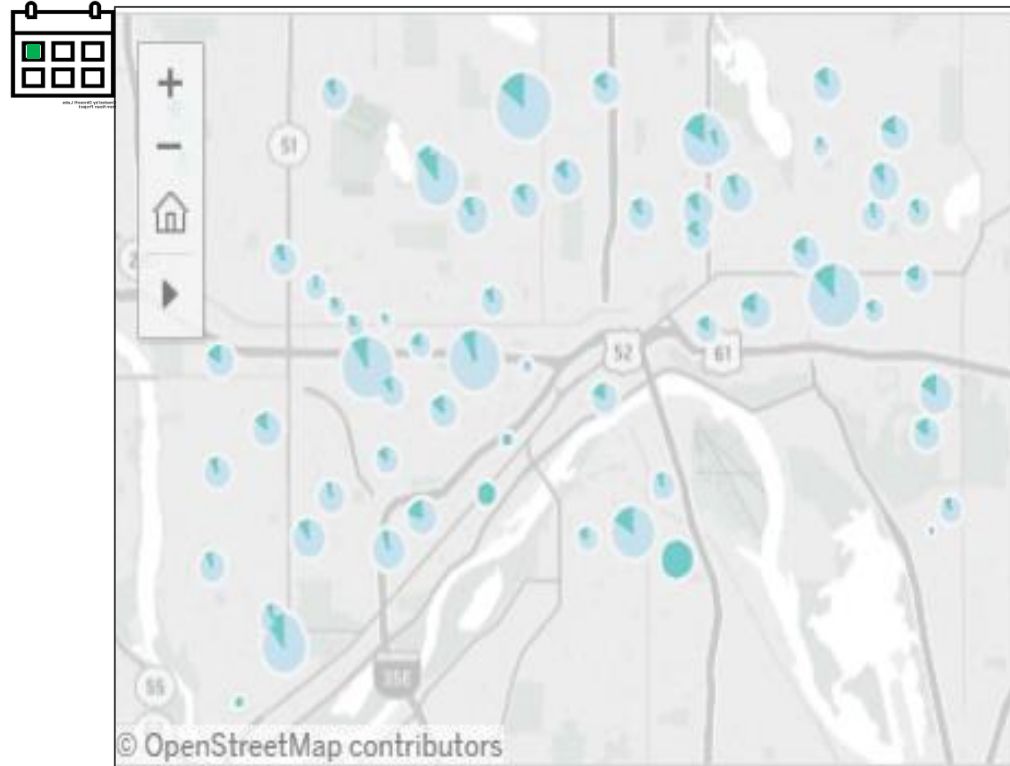


- SPPS is 79% students of color
- Initial increases are now leveling
- All schools have racial diversity

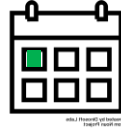


# Trend: Students Receiving Special Education Services

- Percentages of students receiving special education services has declined for the past three years; 17% to 16% in 2015-16 to 15% in 2016-17.
- All schools have students receiving special education services



# Trend: English Language Learners



*If the SPPS EL population was a district, it would be the 8<sup>th</sup> largest district in the state; larger than, Eden Prairie, St. Cloud, Robbinsdale, Burnsville, and Bemidji and Duluth.*



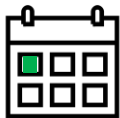
# Summary



# How Many Students Are Enrolled (SY 2017-18)?



**SPPS total enrollment for school year 2017-18 is 38,396  
PK-12 students.**



**SPPS state-funded\* enrollment for school year 2017-18 is  
37,128 PK\*-12 students; and increase of 88 students from  
state-funded enrollment for SY 2016-17.**



**SPPS state-funded enrollment (no PK), 36,858, is 549  
students above the projected enrollment of 36,309.**

Source: Saint Paul Public Schools  
Enrollment Data



# Trends to Watch

Trend to Watch	Potential Impact
Declining overall enrollment	<ul style="list-style-type: none"> <li>Challenges with decreasing budget and formula grants impacting several layers of the organization at once</li> </ul>
Uneven cohorts in grade level; spikes and dips	<ul style="list-style-type: none"> <li>Challenges for district function such as Student Placement, Human Resources, facilities, budgeting and academic and student support</li> <li>Challenges for building staff in scheduling, staff stability and planning</li> </ul>
Pathways continuation from grades 8 to 9 increasing	<ul style="list-style-type: none"> <li>Additional/ building staff in scheduling, staff stability</li> </ul>
Continual racial/ethnic, linguistic and service-type diversity of student population across the district	<ul style="list-style-type: none"> <li>Instructional alignment and coherence across the system</li> <li>Student supports consistency</li> <li>Resourcing schools and programs for equity and success</li> </ul>

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# Questions



**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Campbell, T. J.	Central Administrator	11/06/2017	\$49.72	Plato Admin Offices
Duerson, J.	Classroom Teacher	11/11/2017	\$29.43	Humboldt Secondary
Keeney, D. A.	Classroom Teacher	11/13/2017	\$29.68	Humboldt Secondary
Mathieu, K. K.	Classroom Teacher	11/11/2017	\$37.47	Como Park Senior High
Whisler, S. E.	Classroom Teacher	11/25/2017	\$27.50	Humboldt Secondary
Stein, C. M.	Classroom Teacher	12/04/2017	\$26.64	Maxfield Elementary
Smith, T. M.	Classroom Teacher	11/27/2017	\$35.36	Student Placement Center
Peckskamp, E. J.	Classroom Teacher	11/11/2017	\$28.90	Como Park Senior High
Pines, S. T.	Classroom Teacher	11/27/2017	\$26.64	Ramsey Middle School
Weeks, B. S.	School/Community Professional	11/15/2017	\$27.80	Parkway Montessori
Greene, S. L.	Education Assistant	11/01/2017	\$19.32	Belwin Outdoor Science
Mattison, T. D.	Education Assistant	11/25/2017	\$19.32	Washington Tech
Ahmed, N. M.	Teaching Assistant	11/29/2017	\$14.07	Eastern Heights Elementary
Ali, A. G.	Teaching Assistant	11/20/2017	\$14.07	Johnson Achievement Plus
Aufdembrink, L. D.	Teaching Assistant	11/14/2017	\$14.76	Linwood Monroe Upper
Chambers, D. A.	Teaching Assistant	11/20/2017	\$14.19	The Heights Community
Davidson, B. F.	Teaching Assistant	11/20/2017	\$14.07	Eastern Heights Elementary
Dubon Rivas, M. F.	Teaching Assistant	12/04/2017	\$14.45	Daytons Bluff Achievement
Hughes, D. M.	Teaching Assistant	11/06/2017	\$15.00	Maxfield Elementary
Lorenz, V. J.	Teaching Assistant	11/07/2017	\$14.07	St. Anthony Park Elementary
Mason, J. L.	Teaching Assistant	11/11/2017	\$14.19	Capitol Hill Magnet
Mattila, O. L.	Teaching Assistant	11/15/2017	\$15.00	Humboldt Secondary
Moua, L. T.	Teaching Assistant	11/20/2017	\$15.76	Harding Senior High
Ramirez, A. M.	Teaching Assistant	12/04/2017	\$14.76	Frost Lake Elementary
Robertson, D. W.	Teaching Assistant	11/15/2017	\$13.32	Mississippi Creative Arts
Schuster, J. F.	Teaching Assistant	11/15/2017	\$14.76	Eastern Heights Elementary

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Shanedling, J. N.	Teaching Assistant	11/14/2017	\$14.00	American Indian Magnet
Tomes-Wiggins, K. A.	Teaching Assistant	11/25/2017	\$13.83	Bridge View
Vang, L.	Teaching Assistant	11/20/2017	\$14.19	Farnsworth Aerospace Lwr
Zong, X.	Teaching Assistant	11/20/2017	\$13.52	Jie Ming Academy
Carlson, R. J.	Clerical	11/06/2017	\$32.09	Colborne Admin Offices
Gural, S. L.	Clerical	11/20/2017	\$19.34	Groveland Park Elementary
Jackson, D. C.	Clerical	11/09/2017	\$15.30	The Heights Community
LaValla, A. E.	Clerical	11/11/2017	\$22.09	Highland Park Senior High
Lor, L. H.	Clerical	11/27/2017	\$17.28	Riverview School
Heilman, M. F.	Custodian	11/14/2017	\$25.45	Como Service Center
Johnson, T. S.	Custodian	11/20/2017	\$16.38	Murray Middle School
Miner, B. J.	Custodian	12/04/2017	\$16.38	Harding Senior High
Rindfleisch, M. L.	Custodian	12/09/2017	\$25.45	Como Service Center
Abdulkadir, F. M.	Nutrition Services Personnel	11/21/2017	\$11.66	Como Service Center
Hurumo, R. S.	Nutrition Services Personnel	11/21/2017	\$11.66	Mississippi Creative Arts
Xiong, S.	Nutrition Services Personnel	11/21/2017	\$11.66	Rondo Education Center
Qualick, M. J.	Pipefitters	11/20/2017	\$44.71	Como Service Center
Stadler, R. A.	Plasterer	12/11/2017	\$38.14	Como Service Center

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Hathaway Castelan, E.	Central Administrator From: Classroom Teacher	11/11/2017	\$51.44	Plato Admin Offices
Devaney, K. M.	Classroom Teacher From: Teaching Assistant	11/28/2017	\$21.52	Crossroads Montessori
Achen, B. A.	Classroom Teacher From: Teaching Assistant	11/20/2017	\$27.50	Central Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Barnes, R. R.	Education Assistant From: Teaching Assistant	11/11/2017	\$21.80	Journey's Secondary
Thomas, M. L.	Education Assistant From: Teaching Assistant	11/11/2017	\$23.84	Harding Senior High
Yang, L. P.	Education Assistant From: Teaching Assistant	11/11/2017	\$15.00	Capitol Hill Magnet
Bohland, R. J.	Custodian Career Progression	11/20/2017	\$26.32	Adams Spanish Immersion
Ennis, T. J.	Custodian Career Progression	11/20/2017	\$25.45	Como Service Center
Kuczaboski, B. R.	Custodian Career Progression	11/20/2017	\$26.32	Riverview School
McGaughey, D. P.	Custodian Career Progression	11/20/2017	\$26.32	Highland Park Senior High
Moua, L.	Custodian Career Progression	11/20/2017	\$26.99	Murray Middle School
Olson, K. D.	Custodian Career Progression	11/20/2017	\$26.99	Expo for Excellence Elem
Szymanski, A. J.	Custodian Career Progression	11/20/2017	\$26.32	Central Senior High
Zanosko, T. K.	Custodian Career Progression	11/20/2017	\$26.32	Como Park Senior High
Johnson, S.	Clerical Career Progression	12/20/2017	\$16.79	Transportation Services
Barton, P.	Professional Employee Career Progression	05/20/2017	\$41.22	Colborne Admin Offices

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Charn, M. M.	Classroom Teacher	11/13/2017	Galtier Elementary
Couture, J. L.	Classroom Teacher	09/30/2017	The Heights Community
Davenport, K. L.	Classroom Teacher	11/16/2017	Expo for Excellence Elem
Jithendranathan, S.	Classroom Teacher	10/09/2017	Central Senior High
Malaga, D. F.	Classroom Teacher	11/10/2017	Harding Senior High
Meyers, K.	Classroom Teacher	12/04/2017	Linwood Monroe Upper

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Morin, M. J.	Classroom Teacher	12/11/2017	Four Seasons A+
Pawelec, P. M.	Classroom Teacher	11/13/2017	Mississippi Creative Arts
Thunder Hawk, F. J.	Classroom Teacher	11/17/2017	American Indian Magnet
Vetsch, L. M.	Classroom Teacher	11/14/2017	Expo for Excellence Elem
Boulanger, S. G.	Classroom Teacher	11/20/2017	Capitol Hill Magnet
Herman Hill, K. M.	Classroom Teacher	10/19/2017	Washington Tech
Herman, B. A.	Classroom Teacher	11/16/2017	Student Placement Center
Smolik, C. L.	Classroom Teacher	10/25/2017	Humboldt Secondary
Barnes, S.	Education Assistant	11/21/2017	Journey's Secondary
Rivera, A. R.	Teaching Assistant	10/12/2017	Wellstone Elementary
Sandbeck, S.	Teaching Assistant	10/28/2017	Humboldt Secondary
Hollins, N. R.	Clerical	10/28/2017	Maxfield Elementary
Lor, S.	Clerical	11/11/2017	Benjamin Mays/Museum
Davis, K. L.	Nutrition Services Personnel	10/20/2017	Washington Tech
Shaw-Baysinger, S.	Nutrition Services Personnel	10/17/2017	Bridge View
Dressely, K. M.	Supervisory	10/31/2017	1780 W 7th Street

**ADMINISTRATIVE LEAVE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
F., K. M.	Classroom Teacher	10/31/2017
L., M.	Custodian	10/09/2017
L., D. M.	Custodian	11/02/2017

**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Ahmed, H. O.	Classroom Teacher	11/20/2017	\$26.64	Benjamin Mays/Museum
Bickford, L. E.	Classroom Teacher	11/25/2017	\$28.24	Washington Tech
Foss, A. E.	Classroom Teacher	11/07/2017	\$46.68	Nokomis Montessori North

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Pin, B. P.	Classroom Teacher	11/20/2017	\$34.62	Como Park Senior High
Brott, M. T.	Classroom Teacher	12/20/2017	\$48.38	Adams Spanish Immersion
Bowie, A. M.	School/Community Professional	10/31/2017	\$24.04	1780 W. 7th Street
Wilson, C. V.	School/Community Professional	12/09/2017	\$30.22	American Indian Magnet
Xiong, T.	School/Community Professional	11/20/2017	\$26.93	Jackson Preparatory
Horton, C. M.	Teaching Assistant	11/27/2017	\$13.52	Galtier Elementary
Lindahl, B. J.	Teaching Assistant	11/13/2017	\$15.76	Daytons Bluff Achievement

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Huberty, A. M.	Classroom Teacher	11/20/2017	Benjamin Mays/Museum
Montavon, M. B.	Classroom Teacher	11/06/2017	Expo for Excellence Elem
Quintana, M. J.	Classroom Teacher	11/22/2017	Humboldt Secondary
Shackle, S. M.	Classroom Teacher	11/20/2017	271 Belvidere Building
Thunder Hawk, F. J.	Classroom Teacher	11/08/2017	American Indian Magnet
Xiong, O.	Classroom Teacher	11/07/2017	Phalen Lake Hmong Studies
Friedman Block, D. J.	Classroom Teacher	11/20/2017	Linwood Monroe Upper
Spencer, N. D.	Education Assistant	11/17/2017	Belwin Outdoor Science
Dyslin, J. E.	Teaching Assistant	11/06/2017	Como Park Elementary
Galdamez, J. E.	Teaching Assistant	10/16/2017	Wellstone Elementary
Long, J. D.	Teaching Assistant	11/13/2017	Farnsworth Aerospace Lwr
Rivera, A. R.	Teaching Assistant	11/13/2017	Wellstone Elementary
Thompson, W. D.	Teaching Assistant	11/06/2017	Como Park Elementary
Washington, M. R.	Teaching Assistant	10/31/2017	Frost Lake Elementary
Davis, K. L.	Nutrition Services Personnel	11/13/2017	Washington Tech

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**CHANGE IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sanders, S. D.	Custodian From: Teaching Assistant	12/04/2017	\$25.45	Como Service Center

**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A. M.	Classroom Teacher	10/27/2017
O., S. M.	Classroom Teacher	11/23/2017
O., S. M.	Classroom Teacher	12/21/2017
O., S. M.	Classroom Teacher	12/25/2017
O., S. M.	Classroom Teacher	01/15/2018
O., S. M.	Classroom Teacher	02/19/2018
O., S. M.	Classroom Teacher	03/07/2018
O., S. M.	Classroom Teacher	04/02/2018
O., S. M.	Classroom Teacher	05/28/2018
O., S. M.	Classroom Teacher	06/11/2018
O., S. M.	Classroom Teacher	06/12/2018
D., J. L.	School/Community Professional	10/20/2017
C., K.	Teaching Assistant	11/23/2017
C., K.	Teaching Assistant	11/24/2017
S., G. A.	Teaching Assistant	11/09/2017
L., D. M.	Custodian	11/15/2017

**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Laska, M.	Classroom Teacher	01/03/2018	Murray Middle School
Kelsey, A.	Classroom Teacher	01/06/2018	271 Belvidere Building
Olson, S.	Teaching Assistant	11/25/2017	Benjamin Mays/Museum
Zens, D.	Teaching Assistant	03/01/2018	Cherokee Heights Elem
Wallenberg, A.	Clerical	01/06/2018	Student Placement Center

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**RETIREMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Sypniewski, F.	Nutrition Services Personnel	11/18/2017	Eastern Heights Elementary
Hagan, R. A.	Supervisory	12/02/2017	Colborne Admin Offices

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Melvin, C. B.	Central Administrator	12/02/2017	Title I Fed Program Offices
Bang, E. J.	Classroom Teacher	12/09/2017	Johnson Achievement Plus
Curran, E. E.	Classroom Teacher	11/18/2017	L'Etoile du Nord Lower
Fisher, R.	Classroom Teacher	11/28/2017	The Heights Community
Mumaugh, J. R.	Classroom Teacher	11/11/2017	The Heights Community
Vadnais, K. M.	Classroom Teacher	12/02/2017	Central Senior High
Pemberton, M. J.	Classroom Teacher	09/29/2017	Rondo Education Center
Reid, C. P.	Classroom Teacher	11/18/2017	Maxfield Elementary
Bennett, J. L.	Classroom Teacher	11/11/2017	Maxfield Elementary
Norton, K. K.	Education Assistant	12/01/2017	1780 W 7th Street
Akintan, A. O.	Teaching Assistant	11/11/2017	Bridge View
Green, A. R.	Teaching Assistant	10/26/2017	Farnsworth Aerospace Upr
Hamer, A. G.	Teaching Assistant	11/11/2017	Capitol Hill Magnet
Horton, E. R.	Teaching Assistant	12/07/2017	Cherokee Heights Elem
McEwen, M. L.	Teaching Assistant	11/11/2017	Bridge View
Olson, L. K.	Teaching Assistant	11/11/2017	Bridge View
Pacheco, C.	Teaching Assistant	11/18/2017	Riverview School
Rime, D. E.	Teaching Assistant	11/11/2017	Bridge View
Singleton, A. K.	Teaching Assistant	11/02/2017	Wellstone Elementary
Aguirre, F. M.	Clerical	12/02/2017	Crossroads Science
Mattson, L. J.	Clerical	11/24/2017	Colborne Admin Offices
Doherty, D. A.	Custodian	09/23/2017	Highland Park Senior High
Palumbo, J. L.	Custodian	11/11/2017	Adams Spanish Immersion

**HUMAN RESOURCE TRANSACTIONS**  
**November 1, 2017 through November 30, 2017**  
**December 19, 2017**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Rudnick, D. J.	Custodian	10/28/2017	Linwood Monroe Upper
Hunter, T. D.	Nutrition Services Personnel	11/07/2017	Crossroads Science
Labarre, R. R.	Nutrition Services Personnel	11/09/2017	Horace Mann School
Saumweber, S. M.	Nutrition Services Personnel	11/28/2017	Eastern Heights Elementary
Zellner, K. J.	Nutrition Services Personnel	10/28/2017	Crossroads Science
Xiong, C. H.	Clerical	11/29/2017	Como Service Center
Ison, W. R.	Supervisory	11/29/2017	Transportation Services

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
C., E.	Teaching Assistant	12/01/2017
I., B. J.	Teaching Assistant	12/01/2017
S., R. T.	Teaching Assistant	11/28/2017
S., Y. Y.	Teaching Assistant	11/29/2017
W., J. R.	Teaching Assistant	11/28/2017

**DISCHARGE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
R., W. J.	Custodian	11/16/2017

**LAYOFF**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Denisson, K. B.	Bricklayer	11/11/2017	Como Service Center
Del Rosario, K. L.	Tri-Council	11/11/2017	Como Service Center
Jackson, J. J.	Tri-Council	11/11/2017	Como Service Center
Jensen, D. A.	Tri-Council	11/11/2017	Como Service Center

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Gift Acceptance from Friends of Groveland PTO

**A. PERTINENT FACTS:**

1. A gift of \$5,000.00 was received at Groveland Park Elementary School on October 27, 2017.
2. The gift was received from Friends of Groveland PTO.
3. The money will be used for field trip admissions and field trip transportation. Budget number 19-476-291-000-5096-0000.
4. This gift will meet the District strategic plan goals of achievement and sustainability.
5. This item is submitted by Rebecca Pederson, Principal, Groveland Elementary School and Dr. Efe Agbamu, Assistant Superintendent, PreK-5 Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to allow Groveland Park Elementary School to accept this gift from the Friends of Groveland PTO.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Highland Park Senior High School Gift Acceptance of \$43,477.64

**A. PERTINENT FACTS:**

1. HIWAY Federal Credit Union has built and donated \$43,477.64 for the construction costs of the Highland Park Senior High School HIWAY Federal Credit Union.
2. Funds were spent from Highland Park Senior High School intra school budget 19-220-291-000-5099-U001.
3. This project met the District strategic plan goal/goals of Achievement and Sustainability.
4. This item is submitted by Dr. Winston Tucker, Principal, Highland Park Senior High School; and Dr. Theresa Battle, Assistant Superintendent of High Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$43,477.64 for the construction of the new HIWAY Federal Credit Union at Highland Park Senior High School and the Superintendent (designee) send a letter of appreciation to HIWAY Federal Credit Union.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Submit a Grant to 3M Gives

**A. PERTINENT FACTS:**

1. 3M Gives is currently accepting grant applications for projects that help prepare 3M staff and other community members to volunteer in Saint Paul Public Schools.
2. Saint Paul Public Schools Office of Family Engagement and Community Partnership has prepared an application for funds to work with a community agency in planning a series of short volunteer training videos requested by 3M Gives. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of sustainability.
4. This item is submitted Jackie Statum Allen, Assistant Director, Policy & Planning; Heather Kilgore, Director, Family Engagement & Community Partnerships; and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds plan a series of volunteer training videos; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept a Grant from Altrusa International Foundation

**A. PERTINENT FACTS:**

1. Altrusa International Foundation helps Altrusa Clubs carry out the independent programs of community service with funds for vocational assistance; graduate school assistance to international students from developing countries; literacy projects; and community service projects sponsored by local Altrusa Clubs.
2. Maxfield Elementary prepared an application and received a grant for approximately \$2,000 to purchase new books for the school library. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Ryan Vernosh, Principal, Maxfield Elementary; Lisa Sayles-Adams, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept funds from Altrusa International Foundation to purchase new books in SPPS; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept a Subgrant from the City of Saint Paul

**A. PERTINENT FACTS:**

1. The City of Saint Paul applied for and received a Contamination Cleanup Grant in the sum of \$179,950 from Minnesota Department of Employment and Economic Development.
2. Saint Paul Public Schools has been designated the Subgrantee for approximately \$179,950 to facilitate contamination cleanup at 1050 Kent Street North in Saint Paul. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted Rebekah Doyle, Grants Management Coordinator; Tom Parent, Director of Facilities; and Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept funds from the City of Saint Paul for a contamination cleanup project at 1050 Kent Street North in SPPS; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Submit a Grant to the Construction Careers Foundation

**A. PERTINENT FACTS:**

1. The Construction Careers Foundation is currently accepting grant applications for projects that build the capacity within school districts and high schools to support the build-out of construction career pathways.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to support the continued implementation of the Construction Careers Pathway at Central High School and the Welding Careers Pathway at Humboldt Secondary School. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$50,789. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted Jackie Statum Allen, Assistant Director, Policy & Planning; Dan Mesick, Administrator, College and Career Readiness; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Construction Careers Foundation for funds to support the continued implementation of the Construction Careers Pathway at Central High School and the Welding Careers Pathway at Humboldt Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept Three Grants from the H.B. Fuller Company Foundation

**A. PERTINENT FACTS:**

1. The H.B. Fuller Company Foundation awards grants for projects that increase interest in STEM among middle school students.
2. Saint Paul Public Schools was awarded three grants:
  - a) Linwood Monroe Arts Plus prepared an application and received a grant for approximately \$2,576 to purchase 3D printers and filament.
  - b) Washington Technology Magnet School prepared an application and received a grant for approximately \$1,198 to purchase *Robot Virtual World* Software.
  - c) Washington Technology Magnet School prepared an application and received a grant for approximately \$2,460 to purchase supplies that will allow students to build motion and pressure-based alarm systems.

Saint Paul Public Schools will serve as fiscal agent for the project.

3. These projects will meet the District strategic plan goal of achievement.
4. These items are submitted by Rebekah Doyle, Grants Management Coordinator; Bryan Bass, Principal, Linwood Monroe Arts Plus; Mike McCollor, Principal, Washington Technology Magnet School; Lisa Sayles-Adams, Assistant Superintendent; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept funds from the H.B. Fuller Company Foundation to support STEM education at Washington Technology Magnet School and Linwood Monroe Arts Plus; and to implement the projects as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Submit a Grant to the McNeely Foundation

**A. PERTINENT FACTS:**

1. The McNeely Foundation is currently accepting grant applications for projects that help middle-grade youth living on the East Side to develop their abilities so they can recognize and achieve their greatest potential and make the successful transition to adulthood.
2. Saint Paul Public Schools American Indian Education Program has prepared an application for funds to pilot a Braided Journeys summer transition program for American Indian 8<sup>th</sup> graders. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$22,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted Jackie Statum Allen, Assistant Director, Policy & Planning; John Bobolink, Supervisor, American Indian Education; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to pilot a Braided Journeys summer transition program for American Indian 8<sup>th</sup> graders; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Submit a Grant Application to Minnesota Department of Agriculture

**A. PERTINENT FACTS:**

1. The Minnesota Department of Agriculture, in collaboration with Blue Cross Blue Shield of Minnesota, is currently accepting grant applications for projects that increase sales of Minnesota agricultural products to elementary schools, secondary schools, and child care providers, thereby increasing access to fresh, local foods for Minnesota students.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to purchase salad bar equipment and fruit display stands. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$34,050. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Stacy Koppen, Director, Nutrition Services; and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to purchase salad bar equipment and fruit display stands; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept Two Grants from the Minnesota Department of Education

**A. PERTINENT FACTS:**

1. Minnesota Department of Education's Agricultural Summer Educator Grant Opportunity funds licensed agricultural education teachers in agricultural programs over the summer for high school students in extended programs. Programs take place in the summer of 2018.
2. Saint Paul Public Schools was awarded two grants:
  - a) Highland Park Senior High School received a grant for approximately \$2,629.
  - b) Humboldt High School received a grant for approximately \$7,887.

Saint Paul Public Schools will serve as fiscal agent for the projects.

3. These projects will meet the District strategic plan goal of achievement.
4. These items are submitted by Rebekah Doyle, Grants Management Coordinator; Mike Sodomka, Principal, Humboldt High School; Winston Tucker, Principal, Highland Park Senior High School; Lisa Sayles-Adams, Assistant Superintendent; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Department of Education to pay for licensed agricultural education teachers in SPPS; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept a Grant from the Minnesota Historical Society

**A. PERTINENT FACTS:**

1. The Minnesota Historical Society's History Enrichment Program is committed to improving the education of Minnesota students by providing educational resources for teachers and students that support state standards.
2. Washington Technology Magnet School prepared an application and received a grant for approximately \$17,000 to support curriculum materials, field trips, classroom support services and out-of-school learning opportunities around history.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mike McCollor, Principal; and Theresa Battle, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Historical Society to support history learning at Washington Technology Magnet School; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept a Grant from Rockport and Schuler Shoes

**A. PERTINENT FACTS:**

1. Rockport and Schuler Shoes team up each year for Teacher Appreciation Week to award mini-grants to Minnesota Teachers who use their skills to serve and empower the next generation and have a passion for activities that build an educational community.
2. Washington Technology Magnet School prepared an application and received a grant for approximately \$500 to purchase equipment for their Chemistry Lab. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mike McCollor, Principal, Washington Technology Magnet School; Rebekah Doyle, Grants Management Coordinator; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept funds from Rockport and Schuler Shoes to purchase equipment for their Chemistry Lab; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Accept a Grant from the Saint Paul Foundation

**A. PERTINENT FACTS:**

1. The Saint Paul Foundation accepts applications to meet the emergency needs of school students.
2. Saint Paul Public Schools prepared an application and received a grant for approximately \$7,500 to accomplish this task. The district has received this funding for over twenty years and leverages the money to buy clothing, shoes, boots, alarm clocks and lice shampoo. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Assistant Director, Graduation Progress and Acceleration; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept funds from The Saint Paul Foundation to meet the emergency needs of school students, and to implement the projects as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Request for Permission to Submit a Grant to the US Dept. of Agriculture – Farm to Schools Program

**A. PERTINENT FACTS:**

1. The US Department of Agriculture is currently accepting grant applications for projects that increase the availability of local foods in schools by supporting new farm to school programs or expanding existing efforts.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to develop a curriculum and community partnership model for school gardens at three pilot sites. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$150,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of sustainability.
4. This item is submitted Jackie Statum Allen, Assistant Director, Policy & Planning; Stacey Koppen, Director, Nutrition Services; and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Agriculture for funds to pilot a school garden curriculum and community partnership model; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** DNS and DHCP Replacement

**A. PERTINENT FACTS:**

1. Our Domain Name System (DNS) and Dynamic Host Configuration Protocol (DHCP) system is past end of life and needs to be replaced with a system capable of better managing our internal network traffic. DNS and DHCP currently handles internal network connectivity between servers, iPads, desktops, laptops and a host of other internal networked devices. The replacement tool is called Infoblox and it will provide the following:
  - a. Better configuration setup for DNS (easier to manage)
  - b. Enhanced capabilities for DHCP (new features and easier to manage)
  - c. Internet Protocol Address Management (IPAM) will house our IP addresses (making it easier to manage)
  - d. Disaster Recovery (solution will be setup in both Data Centers)
2. The solution will be bought from Insight, and the purchase will be made off of U.S Communities IT Products, Services and Solutions Contract No. 4400006644.
3. The solution will include hardware/software costs, implementation, training, and one year of maintenance/support.
4. The purchase is over \$100,000 and board approval is required.
5. This purchase has been reviewed by Idrissa Davis.
6. Funding will be provided by the Technology Services budget.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This is submitted by Idrissa Davis, Deputy Chief, Technology Services.

**B. RECOMMENDATION:**

That the Board of Education authorize administration to approve the proposal from Insight, for the purchase of replacing DNS and DHCP system in the amount not to exceed \$200,000.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** MacBook Fair Market Lease Purchase Agreement

**A. PERTINENT FACTS:**

1. The lease term for 2,335 MacBook's leased from CSI Leasing, ends July 31, 2018.
2. Saint Paul Public Schools seeks to buy these MacBook's at fair market value of \$700,500.
3. CSI Leasing has provided the attached fair market value statement for the MacBook's and requests that Saint Paul Public Schools indicate acceptance of the value by signing the letter.
4. This project will meet the District target goals by aligning resource allocation to District priorities and will help support in the following ways:
  - Support high academic achievement for all students
  - Raise expectations for accountability
  - Accelerate the path to excellence
  - Align resource allocation to District priorities
  - Strengthen relationships with community and families
5. This item is submitted by Hans Ott, Assistant Superintendent, Office of Teaching and Learning and Idrissa Davis, Deputy Chief, Technology Services.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to sign the attached MacBook Fair Market Lease Purchase Agreement.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Settlement of Uninsured Claim

**A. PERTINENT FACTS:**

1. J.W. and M.W., parents of student, C.W., have made an uninsured claim against the School District.
2. Parents are willing to settle the claim for a \$1,500 payment and reimbursement of \$2,500 for tutoring expenses.
3. This settlement supports the District's strategic plan goal of alignment.
4. This item is submitted by Nancy L. Cameron, General Counsel; Dr. Gail Ghery, Interim Director of Special Education Services; and Dr. Joseph Gothard, Superintendent.

**B. RECOMMENDATION:**

That the Board of Education approve the settlement of the above referenced claim and authorize School District administration to issue payment.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

**A. PERTINENT FACTS:**

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Gail Ghery, Ph.D, Interim Director, Office of Specialized Services.

**B. RECOMMENDATION:**

That the Board of Education excludes the named students from school effective January 3, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** December 19, 2017

**TOPIC:** Monthly Operating Authority

**A. PERTINENT FACTS:**

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

1. That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2017 – October 31, 2017.

(a) General Account	#683363-685080	\$55,330,218.98
	#0002726-0002766	
	#7002507-7002558	
	#0001819-0001908	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$12,821,487.89</u>
		<u>\$68,151,706.87</u>

Included in the above disbursements are 2 payrolls in the amount of \$37,487,546.86 and overtime of \$204,627.68 or 0.55% of payroll.

(d) Collateral Changes

**Released:**  
**None**

**Additions:**  
**None**

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 31, 2018.



# Proposed Pay18 Levy

## Board of Education

Marie Schrul

Chief Financial Officer

December 19, 2017



# Purpose



- To present the Pay18 Levy proposal to the Board of Education for final certification

# The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Unlike cities and counties, Pay18 school levy funds the 2018-2019 school year
- Levies are approximately 20% of SPPS budget
- Districts receive payments after the May and October County collections
- Levy can only move down after October 1



# Pay 18 Levy Calendar

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	Date	Action
X	August-early September	District submits levy information to MDE
X	September 8	MDE provides preliminary calculations
X	September 12	COB discusses Pay18 levy
X	September 19	BOE sets ceiling for Pay18 levy
X	September 25	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
X	September 30	SPPS provides Pay18 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
X	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
X	November 11 – November 23	Ramsey County mails tax statements
X	December 5	TNT Public Hearing at 6:00 pm & COB meeting
	December 19	BOE certifies Pay18 levy
	December 31	SPPS certifies Pay18 levy to Ramsey County

# Proposed Pay18 Levy

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Levy Category	Certified Pay 17 Levy	Proposed Pay18 Levy	Difference
Operating	\$47,134,881	\$50,250,404	\$3,115,523
Pension/OPEB/Contractual	37,545,435	38,930,211	1,384,775
Facilities	59,983,176	62,657,568	2,674,392
Community Service	<u>3,406,163</u>	<u>3,626,763</u>	<u>220,600</u>
Total – All Levy Categories	\$148,069,656	\$155,464,946	\$7,395,290
Percent Change			4.99%

Pay 18 Final MDE Levy Data as of 11/21/17

# Estimated Annual Property Tax Impact Home from 2017 to 2018

## Assuming a 7.7% Increase in Market Value

Home Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at Max Levy 4.99%
\$75,000	\$ 6.23	\$ 10.48
100,000	19.37	26.15
173,900	22.11	40.44
200,000	28.86	45.86
300,000	38.20	65.44
400,000	47.68	85.15
500,000	22.90	69.88

Source: Ramsey County  
 Median home market value is \$173,900  
 12/19/17



# Estimated Annual Property Tax Impact Commercial/Industrial from 2017 to 2018



Assuming a 17.5% Increase in Market Value

Commercial/ Industrial Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at Max Levy 4.99%
200,000	\$ (5.00)	\$ 15.64
466,750*	(24.17)	30.27
500,000	(26.67)	31.84
1,000,000	(62.63)	58.99

Source: Ramsey County

\*Median commercial/industrial market value is \$466,750



# Recommendation



- That the Board of Education approve the recommendation to certify the Pay18 levy in the amount of \$155,464,946.24

# Old Business Policy Third Readings

*Jackie Statum Allen*

*Assistant Director, Strategic Planning and Policy*

Board of Education Meeting

December 19, 2017



# Students with IEPs – Policy 508.00

- Complete rescind and revision of the policy
- Developed in collaboration with Special Education Advisory Council (SEAC) and Office of Specialized Services (OSS)
- Reformatted for improved understanding
  - Added Purpose statement
  - Added Definitions section
  - Organized into District, School, and Parent/Guardian sections
  - Used plain language throughout
- Some clerical and small language revisions since second reading based on final General Counsel review

# Wellness – Policy 533.00

- Amendments required in order to meet new requirements of the USDA – Healthy and Hunger Free Kids Act
- In 2013, the policy was overhauled in an extensive and collaborative process. This revision adds statements for new areas that must be covered.
- Developed with SPPS nursing and wellness staff
- Summary of Amendments
  - Additional guidance on food and beverages in our schools
  - Updates to the PE and Health education sections
  - Smaller revisions throughout

# Graduation – Policy 510.00

- Allowing identity adornments at graduation ceremonies was a SEAB recommendation in their inclusivity presentation at December 2016 BOE meeting
- The Board directed that a pilot program be established to trial the process
  - Guidelines were developed with specific details for what is allowed and a process for pre-approval
  - Humboldt and Creative Arts were selected as pilot sites with great results
- Policy amended to allow for wearing identity adornments at graduation ceremonies



# Questions?

119

*Full policy and procedure manual can be found here:*

<https://www.spps.org/Domain/13187>



INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota  
360 Colborne Street

Proposed Policy:

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Proposed Policy Revision:

508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

First Reading	<u>October 17, 2017</u>
Second Reading	<u>November 14, 2017</u>
Third Reading	<u>December 19, 2017</u>

COMMENTS:

Saint Paul Public Schools  
360 Colborne Street  
Saint Paul, Minnesota 55102  
651-767-8149

Adopted: 11/10/1992  
Revised: 9/17/1996; 6/17/2008

**DRAFT 12/18/17** Saint Paul Public Schools Policy 508.00

## **508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)**

### **I. PURPOSE**

The purpose of this policy is to state the position of Saint Paul Public Schools (SPPS) regarding the need to provide special educational services to eligible students with disabilities in the school district with the goal of equity for all.

As part of its commitment to provide the best possible education to all district students, SPPS strives to ensure students have the opportunity to reach their full potential and are held to high expectations. By successfully meeting the needs of students with special education needs, SPPS will improve the learning environments for all students.

### **II. DEFINITIONS**

- A. *IEP* is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services.
- B. *IFSP* is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services prior to entering Kindergarten.
- C. *LRE* is the acronym for Least Restrictive Environment. It means that a student with a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible.
- D. *Natural settings* are places where a child or young adult would normally live and learn. Examples of natural settings for birth through preschool aged children are in the home and in preschool classrooms. Examples of natural settings for young adults age 18 through 21 are work programs and post-secondary classrooms.
- E. *Standards based curriculum* refers to systems of instruction and assessment that are based on the student showing understanding of specific skills.

### **III. GENERAL STATEMENT OF POLICY**

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS.

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/IFSP

should be structured to encourage the student to make progress in light of the student's circumstances.

#### **IV. DISTRICT RESPONSIBILITIES**

- A. SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth through age 21.
- B. When eligible for special education, SPPS shall ensure that these students are provided special education and related services that meet their educational needs. Some services require or result from interagency cooperation. When the provision of such services requires or results from interagency cooperation, SPPS shall participate in these interagency activities in compliance with federal and state law.
- C. Special education services shall be provided in the Least Restrictive Environment, including natural settings.
- D. SPPS shall provide professional development opportunities for all staff, who work with students who have IEPs/IFSPs, including special education teachers, support personnel, and general education staff.
- E. SPPS shall ensure special education services are provided in tandem with other education services to which the student is entitled, such as English Learner services and gifted and talented services, when appropriate.
- F. SPPS will follow due process procedures that guarantee the rights of all students with disabilities, as well as parental or guardian rights of participation in the due process decision-making procedures, including identification, evaluation, program planning, and determination of appropriate level of service.
- G. When restrictive procedures are used, SPPS will follow federal and state ~~regulations~~laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, ~~and~~ are the least restrictive procedures possible, and consistent with law.

#### **V. SCHOOL RESPONSIBILITIES**

- A. Schools will ensure students have access to Minnesota standards based curriculum and continual progress monitoring so that they have the opportunity to learn and reach their full potential.
- B. Schools will ensure timely communication between the school and the student's parents or guardians regarding issues concerning their student. Schools will also

ensure that parents receive special education progress reports whenever general education students receive grade reports as required by law.

- C. Schools will ensure that all required IEP team members are invited to participate in IEP meetings and will follow state procedures for when a required member is not able to attend.
- D. Schools will work to develop positive relationships with all students to foster a positive and inclusive school environment.
- E. Schools will encourage parents and guardians of students with disabilities to participate in school and District committees, and make those committees accessible, to ensure a diverse parent perspective is included in school and District decisions.

## **VI. PARENT/GUARDIAN RIGHTS AND EXPECTATIONS**

- A. As valued and respected partners, parents, guardians, and students have the right, and are encouraged and supported, to fully participate in planning to meet the needs of students.
- B. SPPS is committed to being responsive to parents and guardians. If parents or guardians object to a proposed action, such as identification, evaluation, placement or program planning of their student with a disability, SPPS will follow federal and state guidelines for conciliation, facilitated IEP, mediation, or due process hearing to resolve concerns.
- C. SPPS is committed to ongoing communications with parents and guardians. Parents and guardians of students with disabilities will be informed at least annually of the Special Education Advisory Council (SEAC) that advocates for students with disabilities. Additionally, the District shall employ a variety of methods to communicate opportunities for family involvement and support.

## **LEGAL REFERENCES**

20 USC 1440, *et seq.* (Individuals with Disabilities Education ~~Improvement Act of 2004~~)

~~34 CFR, Title 34, Sub. B, Ch. III, Part 300~~, *et seq.* (Code of Federal Regulations, Office of Special Education and Rehabilitative Services, Department of Education)

Minn. Stat. Ch. 125A (Special Education and Special Programs)

Minn. Rules Ch. 3525 (Department of Education: Children with a Disability)

## **CROSS REFERENCES:**

Policy 101.00 - Racial Equity

Policy 102.00 – Equal Employment/Non-discrimination

Policy 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education

Policy 707.00 – Transportation Eligibility

**Current Policy (to be rescinded)**

Adopted: 11/10/1992  
Revised: 9/17/1996; 6/17/2008

Saint Paul Public Schools Policy

508.00

**508.00 PUPILS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)**

1. *The Superintendent shall develop guidelines that are designed to address conditional procedures with pupils who have Individualized Education Programs (IEP).*
2. *Prior to the use of any conditional procedures, a range of positive interventions will be implemented to encourage and enhance the development of appropriate desired behaviors and to promote skill acquisition. In addition, the Total Special Education System (TSES) and the Saint Paul students' "Rights and Responsibilities" handbook outline faculty responsibilities and conditional procedures that are common practices for all District pupils. When the use of a conditional procedure for behavior reduction is implemented on a planned basis for a pupil receiving special education services, it must be a part of a comprehensive educational program and TSES, which includes goals and objectives on the pupil's IEP; the goals and objectives shall specifically address the corresponding behaviors that the pupil needs to acquire or demonstrate.*
3. *When conditional procedures are employed, the Saint Paul Public Schools shall adhere to Minnesota Rules addressing conditional procedures. The District will develop guidelines that are designed to assure that the practices used are in the best interest of the pupil; that the conditional procedures are implemented in a considerate, effective, humane manner; and that they are the least restrictive procedures possible. These guidelines apply to all pupils with disabilities who have an IEP and are enrolled in the Saint Paul Public Schools.*
4. *In accordance with Minnesota Rules addressing conditional procedures, the Saint Paul School District shall:*
  - *Plan, develop, and make available professional development activities for all staff, contracted personnel, and volunteers who work with pupils with disabilities and that have (IEPs). These activities shall be determined by the IEP Team, the site and/or the school district and shall specifically emphasize the promotion of positive behavioral intervention and instruction in how to avoid the abuse of conditional procedures.*
  - *Make available an array of skilled professionals (teachers licensed in the field of Special Education, School Social Workers, School Psychologists) knowledgeable in the field of disabilities and competent in the use of behavioral intervention and management strategies, as resources for training and advising in the design and administration of conditional procedures.*
5. *The Superintendent shall review this policy annually.*

**LEGAL REFERENCES:**

Minnesota Rule § 3525.0210  
Minnesota Rule § 3525.1100 (Requiring Policy Addressing Conditional Procedures)  
Minnesota Rule § 3525.2900

**CROSS REFERENCES:**



**INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota  
360 Colborne Street**

**Proposed Policy:**

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**Proposed Policy Revision:**

**533.00 WELLNESS**

<b>First Reading</b>	<u><b>October 17, 2017</b></u>
<b>Second Reading</b>	<u><b>November 14, 2017</b></u>
<b>Third Reading</b>	<u><b>December 19, 2017</b></u>

**COMMENTS:**

**Saint Paul Public Schools  
360 Colborne Street  
Saint Paul, Minnesota 55102  
651-767-8149**

**533.00**

**WELLNESS**

**PURPOSE**

The purpose of this policy is to promote the health and wellness of students, families, and staff of Saint Paul Public Schools (the District) with a focus on healthy eating habits and increased physical activity. Health and academic success are closely linked. Healthy students and staff can better achieve our primary mission of education. The District embraces the principles of the ~~Coordinated School Health Model~~ Whole Child, Whole Community, Whole School from the Centers for Disease Control and Prevention (CDC), which form the structure of this policy.

**I. COORDINATED APPROACH**

*Principle: Use a coordinated approach to develop, implement and evaluate policies and practices regarding healthy eating and physical activity.*

**A. Implementation**

The Superintendent will ensure implementation of the wellness policy districtwide. Each Building Administrator is responsible for implementation of the policy at that site.

**B. Site Wellness Team**

Each Building Administrator/Principal will establish a Site Wellness Team, consisting of staff, parents/guardians, students, and members of the community that meet and are recognized as a standing committee. Each Site Wellness Team will:

1. Develop an annual action plan that supports the implementation of this policy,
2. Evaluate the implementation of the plan, and
3. Incorporate Wellness Policy implementation within site or department plans.

**C. District Wellness Team**

The District Wellness Team will support monitoring and evaluation of the policy, with representation from staff working in the areas of: nutrition services, student health and wellness, human resources, health education, ~~and~~ physical education, and other areas as appropriate; students and parents/guardians; and community members. Representation from Site Wellness Teams is encouraged. The District Wellness Team will provide data/information regarding implementation of policy annually to the Superintendent (or designee) and/or the, ~~Board of Education, and district personnel annually.~~

**II. HEALTHY SCHOOL ENVIRONMENTS**

*Principle: Establish school environments that support healthy eating and physical activity.*

- A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
- B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.

- C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, unless students may eat during such activities.
- D. Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.
- E. Sites are encouraged to develop physical activity opportunities before, during, and after school.
- F. Students at the elementary level will participate in frequent, active recess.
- G. Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.
- H. Fundraising, marketing, or advertising activities will not conflict with messages supporting healthy eating and physical activity. As such, sites will limit food and beverage marketing to the promotion of foods and beverages that meet U.S. Department of Agriculture (USDA) nutrition standards.
- I. For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student's individual plan.

### III. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

*Principle: Provide a quality school meal program and ensure that students have only appealing healthy food and beverages choices offered outside of school meal program.*

A. For the purposes of this section, the school day is defined as the period from ½ hour before school starts until after the school bell rings at the end of the school day.

~~A.B. The district will inform families of the free/reduced price lunch program, and provide all families with applications for the program.~~

~~B. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards.~~

~~C. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.~~

C. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.

D. Meals Provided During the School Day

a. To protect the privacy of all students, including those who are eligible for free or reduced priced meals, all cafeteria registers will be cashless. Instead, students will use a personal identification number (PIN) when purchasing food.

b. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards. The district will share the nutritional contents of meals with students and families.

c. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.

d. Students are required to stay on school grounds during lunch periods.

e. Schools schedules should allow for adequate seat time for lunch periods. Schools are also encouraged to schedule recess prior to lunch.

f. Students will be provided a clean and supervised environment to eat during meal periods.

~~D.—~~

E. Other Food Offered During the School Day

1. Schools will assess if and when to allow snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
2. Non-USDA snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health.
3. All foods or beverages sold to students during the school day, including in vending machines, must meet USDA Smart Snacks in School regulations

F. Food Sold Outside the School Day

1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.
2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent.

#### IV. PHYSICAL ACTIVITY AND EDUCATION

*Principle: Implement a comprehensive physical activity program with quality physical education as a cornerstone.*

- A. A.——Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status.
- B. B.——The District will provide physical education classes that *strive to* meet the ~~National Standards of the National Association for Sports and Physical Education (NASPE)~~ national standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.
- C. C.——The District will hire physical education teachers only if they are certified and licensed instructors.
- D. ~~Waivers, exemptions, or substitutions for physical education classes are not allowed at the high school level, and strongly discouraged at the middle school level.~~
- E. ~~Schools' wellness plans must include a physical activity component.~~
- F. ~~The District will include in its portfolio of professional development opportunities, courses focused on integrating physical activity in the classroom.~~
- G. D.——Schools will engage students in a variety of physical activities throughout all disciplines. Schools are encouraged to provide physical activity breaks for students throughout the school day. School staff are encouraged to participate in physical activity and well-being opportunities as well.
- H. ~~Schools are encouraged to promote and support active transport to schools including participating in Safe Routes to Schools programs and activities, providing bicycle and walking safety programs, and using crossing guards.~~
- I. ~~The indoor and outdoor physical activity facilities and spaces will be open to the community outside of school hours. District permitting requirements must be followed.~~

#### V. HEALTH EDUCATION AND PROMOTION

*Principle: Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for healthy eating and physical activity.*

- A. Students will have access to health education ~~class that should include grade level appropriate nutrition education and health literacy, which may include behavioral health, sleep, and accessing health services,~~ regardless of behavioral or academic status.
- B. The District will provide health education classes that *strive to* meet the ~~National Standards of the American Association for Health Education (AAHE)~~ national

standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.

- C. Schools ~~will-should~~ engage students in variety of health promotion activities that include skill building, which may include menu planning, food preparation, and label reading, across disciplines.

## **VI. CONNECTIONS AND REFERRALS**

*Principle: Connect students to health, mental health and social services to address healthy eating, physical activity and chronic disease prevention.*

The District will partner with community agencies to assist students and their families to access available health, oral health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

## **VII. FAMILY AND COMMUNITY HEALTH**

*Principle: Partner with family and community members in the development of healthy eating and physical activity policies, practices and programs.*

- A. The District will partner with parents/guardians and community members to support parents/guardians' efforts to provide a healthy diet and daily physical activity for their children.
- B. The District encourages parents/guardians who pack lunches and snacks to refrain from including foods and beverages without nutritional value.
- C. School staff will communicate with parents/guardians to convey to students the potential health risks of sharing food or beverages, including to individuals with life-threatening allergies.
- D. Schools are encouraged to plan family wellness activities.
- ~~E~~. The District recognizes that some students have chronic health conditions that are impacted by food and physical activity, particularly life threatening food allergies, asthma and diabetes. The district works with students, their families and health care providers to put plans in place to safely manage their condition.
- ~~EF~~. The District will continue to invite input from families and community members in development of menus, activities, and physical education programs, considering cultural restrictions and preferences.

## **VIII. EMPLOYEE WELLNESS**

*Principle: Provide an employee wellness program that supports healthy eating and physical activity of all employees.*

The District will offer or partner to offer staff wellness programs, which may include workshops and presentations on health promotion, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling. In particular, the District will partner to provide incentives for sites that implement healthier practices, including adopting standards for foods and beverages sold to employees.

## **IX. PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING**

*Principle: Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members as well as adults who supervise recess, cafeteria time and out of school time programs.*

The District will provide school district personnel with access to professional development to promote good health and steps to change or improve health.

## **X. EXEMPTIONS**

Exemptions from this policy may be granted by the Board of Education upon recommendation of the Superintendent based upon the best interests of the District.

## **LEGAL REFERENCES**

29 U.S.C. § 794 (Section 504 of Rehabilitation Act of 1973, as Amended)  
42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act)  
42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act of 1990, as Amended)  
P.L. 108-265 (2004) § 204 (Local Wellness Policy)  
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

## **CROSS REFERENCES**

Policy 414.00 – Tobacco Free Environment  
Policy 504.00 – Drug Free Schools  
Policy 505.00 – Bullying Prohibition  
[Policy 602.00 – Curriculum, Development, and Accountability](#)  
Policy 716.00 – Advertising in the Schools

## **GUIDELINES/STANDARDS**

American Association for Health Education (AAHE)  
Coordinated School Health Programs: Improving the Health of Our Nation's Youth—At A Glance 2011, Atlanta: CDC; 2011  
~~National Association for Sports and Physical Education (NASPE)~~  
[Society of Health and Physical Educators \(SHAPE\)](#)  
United States Department of Agriculture (USDA)  
[USDA Smart Snacks in School regulations](#)

INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota  
360 Colborne Street

Proposed Policy:

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Proposed Policy Revision:

510.00 GRADUATION

First Reading	<u>October 17, 2017</u>
Second Reading	<u>November 14, 2017</u>
Third Reading	<u>December 19, 2017</u>

COMMENTS:

Saint Paul Public Schools  
360 Colborne Street  
Saint Paul, Minnesota 55102  
651-767-8149

## **510.00 GRADUATION**

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
  - Health & Wellness credit
  - Fitness & Physical Education credit
  - Family & Consumer Science, Industrial Technology or Business credit
  - Elective credits
  - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown, except in accordance with the district procedure allowing for identity adornments to be worn. Any ~~-(exemptions must be approved by the Superintendent).~~

### **LEGAL REFERENCES:**

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota’s Students  
Minn. Stat. § 120B.023 – Benchmarks  
Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits  
Minn. Stat. § 120B.07 – Early Graduation  
Minn. Stat. § 120B.11 – School District Process  
Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading  
Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition  
Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards  
20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

### **CROSS REFERENCES:**

Policy 101.00 – Racial Equity

## **Resolution to Fully Fund Special Education Services (Minnesota)**

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

WHEREAS, the special education cross-subsidy continues to be a major obstacle for Minnesota School Districts to grapple with, due to the growing number of students receiving special education, more specialized services and rising costs associated with those services and inadequate funding; and

WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for school districts for FY2016 is \$679 million; a 5.6 percent increase from FY2015;

WHEREAS, the cross-subsidy for Saint Paul Public Schools has grown to \$1,061 per pupil in FY16 (\$42.64 million dollars), and

WHEREAS, between rising need and insufficient state and federal aid, the amount of funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of \$815 per student in FY17;

NOW, THEREFORE, BE IT RESOLVED, that we urge the Governor and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE BE IT RESOLVED that there is an urgency the Minnesota Legislature to convene a task to work on special education funding, specifically with a focus on the impacts of the new special education funding formulas, the impact of tuition billing, the projected cross-subsidy and impact on property tax payers, to make recommendations with a timeline to eliminate the cross-subsidy.

## **Resolution to Fully Fund Special Education Services (Federal)**

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

WHEREAS, the special education cross-subsidy continues to be a major obstacle for Minnesota School Districts to grapple with, due to the growing number of students receiving special education, more specialized services and rising costs associated with those services and inadequate funding; and

WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for Minnesota school districts for FY2016 is \$679 million; a 5.6 percent increase from FY2015;

WHEREAS, the cross-subsidy for Saint Paul Public Schools has grown to \$1,061 per pupil in FY16 (\$42.64 million dollars)

WHEREAS, between rising need and insufficient state and federal aid, the amount of funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of \$815 per student in FY17

NOW, THEREFORE, BE IT RESOLVED, that we urge the President and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE, BE IT RESOLVED, that the State of Minnesota calls upon the Congress of the United States to pass appropriate legislation in order to increase funding for federal special education mandates to meet the urgent financial special education needs of our cities and towns; and

BE IT FURTHER RESOLVED, that the Secretary of the Senate cause a copy of this resolution to be delivered to all United States Representatives and Senators representing Minnesota in the Congress of the United States.

# BOARD OF EDUCATION | PROPOSED MEETING DATES

(dates subject to change; final schedule determined at December BOE Meeting)

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment   5:30 Board of Education Meeting   6:05pm
<b>2017-2018SY</b>		
<b>DEC</b>	12/5/2017	12/19/2017
<b>JAN</b>	1/9/2018   4:30 pm	1/9/2018   5:30 pm   Annual Meeting
		1/23/2018
<b>FEB</b>	2/6/2018	2/20/2018
<b>MAR</b>	3/6/2018	3/20/2018
<b>APR</b>	4/10/2018	4/24/2018
<b>MAY</b>	5/8/2018	5/22/2018
<b>JUNE</b>	6/12/2018	6/12/2018   Special   Non-Renewals
		6/19/2018
<b>JULY</b>	<del>7/17/2018*</del>	7/17/2018
<b>AUG</b>	8/14/2018*	8/21/2018
<b>PROPOSED 2018-2019SY</b>		
<b>SEPT</b>	9/11/2018	9/18/2018
<b>OCT</b>	10/9/2018	10/23/2018
<b>NOV</b>	11/7/2018*	11/13/2018
<b>DEC</b>	12/4/2018	12/18/2018
<b>JAN</b>	1/8/2019   4:30 pm	1/8/2019   5:30 pm   Annual Meeting
		1/22/2019
<b>FEB</b>	2/5/2019	2/19/2019

<b>MAR</b>	3/5/2019	3/19/2019
<b>APR</b>	4/9/2019	4/23/2019
<b>MAY</b>	5/7/2019	5/21/2019
<b>JUNE</b>	6/11/2019	6/11/2019   Special   Non-Renewals
		6/18/2019
<b>JULY</b>	*	7/23/2019
<b>AUG</b>	8/6/2019*	8/20/2019

\* Dates may change.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
SAINT PAUL PUBLIC SCHOOLS  
BOARD OF EDUCATION MEETINGS**

The following Board of Education Meetings will be held in the district's Administration Building at  
360 Colborne Street unless otherwise noted.

**DECEMBER 19, 2017**

5:30 pm  
6:05 pm

**REGULAR MEETING OF THE BOARD OF EDUCATION**

Open Meeting to Hear Public Comment  
Board of Education Meeting

**DECEMBER 19, 2017**

**CLOSED MEETING** (immediately following the BOE Meeting)  
Crosswinds Update

**JANUARY 9, 2018**

4:30 pm

**COMMITTEE OF THE BOARD MEETING**

SEAB Presentation  
SPPS 2017 Audit Report  
Qtr 1 Suspensions

**JANUARY 9, 2018**

5:30 pm

**SWEARING-IN CEREMONY & ANNUAL MEETING**

**JANUARY 23, 2018**

5:30 pm  
6:05 pm

**REGULAR MEETING OF THE BOARD OF EDUCATION**

Open Meeting to Hear Public Comment  
Board of Education Meeting

**FUTURE BOARD OF EDUCATION MEETINGS**

**Committee of the Board**

February 6  
March 6  
April 10  
May 8  
June 12  
July 17

**Board of Education**

February 20  
March 20  
April 24  
May 22  
June 12 (Special: Non-Renewals) and June 19  
July 17

**OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND**

January 15, 2018 | MLK Breakfast  
January 30, 2018 | Breakfast with the Mayors